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ABSTRACT

A report on a project which places emphasis on classroom teachers as initiators and major developers of new Canadian studies curricula is presented in this monograph. A review of reported curriculum research focuses on these topics: teacher education institutions and curriculum development; teacher participation in national curriculum programs; teachers and decision-making in curriculum development; barriers to curriculum development by teachers; benefits of teacher participation in curriculum development; and levels of teacher participation in curriculum projects. A profile of participants in the Project Canada West curriculum study details personal and professional characteristics of the teacher-developers. Activities of the participants, following ten stated principles of curriculum development, are described. Data from an evaluation questionnaire completed by the teachers is presented and summarized in tabular form. Studies on the Project Canada West method of curriculum development show it to be an effective way to conduct curriculum development at the local and regional levels. (SHM)

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THE CLASSROOM TEACHER AS CURRICULUM DEVELOPER FOR PROJECT CANADA WEST

by

Thomas William Miller, Ph.D.

Harry Dhand, Ed.D.

SP006042

Project Canada West
an
Affiliated Project
of
The Canada Studies Foundation

1973

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FOREWORD

In April 1970, Project Canada West - a bold venture to promote new processes for the development of curriculum in Western Canada - was established. It was confidently predicated that the new organization would, during its anticipated five-year life span, meet a number of expectations. To a public aroused by the apparent lack of knowledge of and the reported apathy of many students toward the great 'continuing Canadian concerns,' it promised to create new relevant programs of studies about Canada for Canadian students. To teachers who aspired to be more than technicians, to teachers who were anxious to transform their 'egg-crate' classrooms into living, throbbing laboratories so that they and their students might jointly examine the great social issues of the day, the new enterprise offered a fresh opportunity. This was to test the hypothesis that classroom teachers could be much more effective when they and their students developed their own curricular and instructional processes and materials.

It is to the latter of these two aspects of the work of Project Canada West that Drs. Thomas William Miller and Harry Dhand address themselves in this first monograph about the project itself. Having both been intimately associated with the project from its inception, the authors are admirably equipped to explore in depth how the project has provided the first real opportunity in Western Canada of testing the hypothesis of the classroom teacher as curriculum developer.

Their task has not been an easy one. They refer to some of the difficulties. There was - and still remains - no agreement about definition of curriculum and curriculum theory. Hence, the project started with guiding principles of curriculum development not specified. The authors allude to the random patterns with which 59 teachers and principals scattered in a host of schools across the four Western provinces became associated in one of fourteen subprojects, all sheltered under a pre-imposed but broad umbrella of the 'continuing Canadian concern' of urbanization. Then too, it was necessary to find the magic formula for coalescing hitherto territorially - jealous educational institutions in the four provinces into a common organization, into one that would create a non-threatening environment for its teacher members and its university consultants.

From the current literature, the authors identify ten curriculum development principles. These they use as criteria to analyze the teachers' preceptions of their own curriculum development activities. In addition they construct a profile - age, qualification, teaching level and position, years of experience - of the teacher participants and then they compare this with the average profile of the Canadian teacher.

The authors' conclusions constitute the unique contribution of this monograph to our store of knowledge. Five of these in particular have immediate and far-reaching implications.

In the first place, if teachers are to be effective curriculum developers, they must have time. Time cannot be created simply by giving additional responsibilities to the already overburdened teacher. Obviously some of the present duties of the teacher - curriculum developer must be re-assigned. To all in the profession, the message is starkly clear. Priorities must be established and new roles defined.

Next, teachers require the specialized assistance of an active and continuing public relations program to help them explain to their peers and to the public the objectives and the programs of the entire project and of each of the fourteen subprojects. If Henry F. Brickell is right, the teacher associations, as the exemplary communication organizations, have a duty to perform.

In the third place, the authors note "that teachers engaged in curriculum work can be successful if they are accorded respect as professional curriculum developers, even though the teachers perceive themselves to be lacking in the requisite qualifications." They add that teachers who lack these qualifications "will make strenuous efforts to overcome their limitations," provided they perceive themselves to be valued and respected. How important it is, therefore, that teachers, individually and collectively, establish a warm, supportive and enabling environment in each school.

In the next instance, the authors emphasize the importance of an inter-twining of all phases of curriculum development with evaluation. In every way, the authors themselves personify this relationship. The monograph is an extension of Dr. Miller's doctoral dissertation, "An Analysis of Teacher Participation in Curriculum Development for Project Canada West." Dr. Dhand not only supervised the dissertation, but also from the beginning represented the University of Saskatchewan on the Board of Trustees of Project Canada West.

Finally, the guiding principle that a central co-ordinating body must be maintained, forces the reader to speculate beyond today. As the terminal year for Project Canada West (1975) approaches, one must determine if it will be necessary to maintain an organization to unify the scattered efforts of the project. Or, will the project, which was organized as a task force in 1970, be permitted to wither in 1975? Is there danger that the model of Project Canada West can itself ossify?

It is urgent to begin an examination in depth of these questions.

In short, the monograph contributes significant knowledge and clearly sets forth the need for a subsequent study to find out if classroom teachers can serve as curriculum developers without the sheltering framework of a Project Canada West. Drs. Miller and Dhand have given us a very timely monograph.

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J.S. Church, Chairman
Board of Trustees, Project Canada West
January 2, 1973

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INTRODUCTION

Project Canada West was established in April 1970, as a regional curriculum development program for the four western provinces of Canada. PCW received its initial impetus from a group of western Canadian educators who were concerned about the quality of studies about Canada in the elementary and secondary schools. A series of planning conferences led to the establishment of a Board of Trustees, with Ralph H. Sabey as Executive Director. Since the highest proportionate increase in urban population has been underway in British Columbia and the Prairie Provinces, the Trustees selected "Urbanization" as the theme for Project Canada West. It was decided to solicit curriculum proposals from classroom teachers and some sixty were received. Of this number, fourteen were selected for development; four in British Columbia, three in Alberta, four in Saskatchewan and three in Manitoba. It was also decided that PCW would be developed in five stages from its inception to its anticipated conclusion in 1975. In the first phase, which was completed in June 1971, each subproject team developed a conceptual base upon which to build its proposed curriculum. Phase Two, completed the following year, was devoted to the production of curriculum materials. The third phase, to be completed in mid-1973, consists of the organization of pilot classes in selected schools to test the new curriculum materials. The fourth phase will involve the in-service training of teachers who will be using the new curricula. The fifth phase will be one of evaluation.[1]

Each of the fourteen subproject teams, whose proposals were approved for development was composed entirely of volunteer teachers.[2] The members of each team have prepared reports on their first two years of curriculum development[3] that outlined the teams' educational philosophies, their rationale, the nature of the teams' organization, their objectives, and an outline of the instructional materials they had produced. These reports reflect the importance given to the teacher-developer in PCW as the primary initiator and the major developer of new Canadian Studies curricula. PCW officials have described the project as one that is primarily teacher-led, and one in which teachers' ideas are to be paramount.[4] The role assigned to the teachers in PCW is one that has rarely been given by curriculum specialists in North America. Teacher participation in curriculum development has frequently been advocated since the days of John Dewey, but the usual practice has been to enlist the classroom teacher as a member of a curriculum committee directed by a curriculum consultant or a specialist in the disciplines. In Project Canada West, the decision-making aspects of curriculum development have been left, in large measure, to the classroom teachers involved. PCW officials have expressed confidence in the ability of the participants in the program to provide new curricula for Canadian elementary and secondary schools.

The fourteen subproject teams have had, during the first half of the PCW program, the support of many interested educators and educational organizations in Western Canada. Support has come from the teachers' professional organizations, various educational institutions and the

faculties of education of the western universities. Financial support has been provided in various amounts by these organizations and by the Canada Studies Foundation. Within the broad framework provided by PCW, the team members direct all the multitudinous activities involved in curriculum development. These include the recruitment of team members, the distribution of duties, the perimeters of their subproject field of study, the enlisting of consultants and the dispersal of funds. In brief, the PCW participants are engaged in all of those duties involved in the development of curricula that in the past have generally been reserved to the "expert" in the field. Considerable evidence already exists that these teachers can conduct curriculum development at the classroom level. Much of this evidence has been incorporated in the pages that follow.

The Classroom Teacher as Curriculum Developer

The participation of classroom teachers in curriculum development for Project Canada West is not a new idea. Cooperative curriculum development has been a widely recommended procedure since the beginning of the Progressive Era in education.[1] In 1929, John Dewey stated that the contributions that could be made by classroom teachers to curriculum improvement had been a neglected field.[2] Numerous classroom teachers have been involved in curriculum activities since Dewey's day, but their role generally has been a very minor one. Despite this fact, some educators believe that many teachers have, through this involvement, acquired a research orientation that could enable them to play a more active role in curriculum development.[3] There now is an increased awareness among educators concerning the benefits to be derived from greater participation by teachers in curriculum improvement. This trend was accelerated during the 1960's by the realization that the gap between the beliefs and understandings of curriculum leaders and practictioners was not narrowing at a satisfactory rate.[4]

There is considerable evidence to document a growing interest in greater teacher participation in curriculum development. The Hall-Dennis Report[5] of 1968 recommended that control of the curriculum in Ontario be centered in the classroom. An official of the Ontario Department of Education has promised that teachers in that province will be given more opportunities to participate in curriculum planning.[6] The Report of the Alberta Commission on Educational Planning (Worth Report)[7] recommended in 1972 that teachers participate in planning education in Alberta. This is in contrast to the general practice in North America of involving the teacher in curriculum development merely as a member of a team that is directed by curriculum consultants and specialists in the disciplines.

A study of the reported research in education in the United States and Canada indicated that most research has been conducted in the area of educational administration. A relatively small amount of work has been done in the area of curriculum. A 1970 survey of educational research in Canada estimated that only ten percent of the entire research effort was devoted to the field of curriculum.[8] To facilitate a systematic review of the reported research, this chapter has been divided into six sections. The first deals with teacher education institutions and curriculum development; the second, with teacher participation in national curriculum programs; the third, with teachers and decision-making in curriculum development; the fourth, with barriers to curriculum development by teachers; the fifth, with the benefits of teacher participation in curriculum development; and the last with the levels of teacher participation in curriculum projects.

1. Teacher Education Programs and Curriculum Development

The major emphasis on curriculum improvement in the late 1950s came from leading scholars in the science disciplines, a natural result

of the launching by the Soviet Union of the first Sputnik in 1957.[9] These attempts to improve the curriculum did not influence the social studies field until the mid-1960s. One result of this lag, as noted by Skretting and Sundeen,[10] was that little significant research was conducted before 1969 on pre-service and in-service training programs for social studies teachers. They also noted that participation by teachers in curriculum development is one of the best means of in-service education. Haller[11] advocated the establishment of comprehensive research programs at the local level in all Canadian schools. He also urged that steps be taken to strengthen the link between the teaching staff of each school and the education colleges.

Channon[12] has summarized the results of a study by the Canadian Teachers' Federation on current trends in the teacher education institutions in Canada. She noted that education students now are being involved in a formal way in program development, and that attention now is being given to courses of study that might lead to innovative practices on the part of beginning teachers. A similar trend is evident in teacher education programs in the United States. Cooper and Sadker[13] noted that teacher education institutions, despite some serious weaknesses in their programs, now are achieving some success in having beginning teachers implement current educational innovations in the school classroom. The National Science Foundation program[14] provides undergraduate students with opportunities to conduct independent research. The Adams-Morgan Project[15] involves graduate students in the development of new curricula for elementary schools. The Oregon College of Education, in a report on the future of teacher education,[16] has recommended that more attention be given to the role of the teacher as a participant in curriculum planning and development. In his study of a project organized by the New Jersey Education Association to promote greater participation by teachers in school decision-making, Burns[17] concluded that both undergraduate and graduate students should be involved in curriculum construction.

The teacher education institutions of North America must bear considerable responsibility for the lack of research by the classroom teacher at the school-building level. In the opinion of Hartick,[18] these institutions have failed to provide education students with adequate training in action-research skills. Taba,[19] who long has advocated greater participation by classroom teachers in curriculum development, has charged that teachers generally fail to acquire a research orientation, or to attain even a modicum of research skills, in educational institutions. Part of the difficulty in providing student teachers with basic skills in curriculum development may derive from the fact that the curriculum field is still relatively undefined. Many problems remain if curriculum research is to be translated into curriculum practice. Indeed, as Holt[20] discovered, educational institutions are faced with a need to develop a theory of curriculum for teacher education. The complexities involved in providing a teacher education program that inculcates skills in curriculum development constitute only one aspect of the broader question of the objectives of the educational enterprise in North American society.

2. Teacher Participation in National Curriculum Programs

The literature on research in the social studies has consistently viewed the classroom teacher as an integral part of the curriculum developmental process. Some educators in fact suggest that the teacher be given the central decision-making role in curriculum.[21] These educators apparently believe that the involvement of teachers to a greater extent than was the case in the past is a change-strategy that offers hope for the improvement of education at the elementary and secondary levels. Until recently, however, the role of the classroom teacher has been mainly that of sharing in curriculum development as a member of a curriculum revision committee. Minor changes in curriculum frequently have been initiated by teachers, but most major reforms have been initiated and directed by the curriculum consultants and the specialists in the disciplines. This has been the pattern in many of the "national" curriculum programs in the United States and the provincial curriculum programs in Canada.

One of the earliest, major attempts to involve teachers in curriculum development was made by the Southern Association of Secondary Schools and Colleges. The Southern Association Study[22] began in 1938 and was continued until 1945. The project was designed by American educators to encourage participating school staff members to develop their own local curricula. The teachers who participated were successful, in varying degrees, in conducting curriculum development at the school-building level. Classroom teachers were involved, as members of a team, in the establishment of a new mathematics curriculum by the School Mathematics Study Group in 1958.[23] By contrast, nearly all of the educators who were involved in the preparation of the new Physical Sciences Study Committee (PSSC) curriculum, which began in 1956, were academic scientists.[24]

An examination of other "national" curriculum programs revealed similar levels of relatively minor participation by classroom teachers. High school biology teachers, along with college biologists and professional scientists, participated in the development of the Biological Sciences Curriculum Study (BSCS) curriculum in 1960.[25] More extensive participation was permitted classroom teachers in the development of the High School Geography Project, begun in 1961 by the Association of American Geographers and the National Council for Geographic Education.[26] Classroom teachers recruited for work on this project received released time from some of their duties to allow them to conduct research. The Intergroup Relations Curriculum[27] was started in 1963 by staff members of the Lincoln Filene Center at Tufts University. The role of the teacher in this project was mainly that of a consumer of new materials produced for classroom use. A similar situation prevailed with respect to the development of the Intermediate Science Curriculum Study[28] established in 1967 by the staff members of Florida State University. It is evident that, with minor exceptions, the role of the classroom teacher in the establishment of the national curriculum programs has been very limited.

3. Teachers and Decision-Making in Curriculum Development

The desire of many classroom teachers for greater participation in the decision-making aspects of curriculum development is well documented. The inability of members of organizations, particularly teachers, to participate in the organization's decision-making process is one of the most frequently cited sources of dissatisfaction with organizations.[29] In her study of the lay teachers of the Quebec Catholic School Commission, Francoeur[30] found one source of dissatisfaction among teachers was their lack of opportunity to participate in curriculum planning. A study[31] of teachers in the French public school system in Quebec reached a similar conclusion. Saskatchewan school teachers have demonstrated a definite desire to be involved, from the beginning, in the changes made in school curricula.[32] Many Saskatchewan educators are agreed that the making of educational decisions should be much closer to the operational level - the classroom.[33]

Individual teachers, and their professional organizations, have long advocated greater participation by the classroom teacher in the decision-making aspects of curriculum development. As early as 1954, the Saskatchewan Teachers' Federation sponsored a workshop to explore methods of achieving greater teacher participation in curriculum planning. The STF published a guide book for teachers who were interested in classroom research and in 1970 began its Northern Instructional Projects[34] to assist classroom teachers in the development of instructional materials for students in northern schools. Further evidence of STF interest in maximizing teacher participation in curriculum development was the publication in 1971 of its policy statement on provincial education.[35] The statement placed considerable emphasis on the role of the teacher in curriculum planning, development and evaluation.

Similar evidence of a desire for more participation in curriculum by teachers is evident from even a casual perusal of publications by teachers' organizations throughout Canada and the United States. The Canadian Teachers' Federation, for example, stated that its aim in establishing the Hilroy Fellowship Program in 1969[36] was to encourage and assist classroom teachers to develop their ideas for curriculum improvement. Teachers in the Atlantic provinces of Canada welcomed the opportunity provided them by Project Canada West to participate in curriculum development.[37] The National Council for the Social Studies in the United States has published, since 1965, three sets of guidebooks[38] to encourage teachers in curriculum development at the school-building level. To continue citing instances of this desire by teachers for more involvement in the decision-making aspects of curriculum would be both tedious and repetitious. Suffice it to say that teacher interest in this area of education has been constant and, if frequency of reference in the literature is any criterion, is continuing to grow in intensity.

4. Barriers to Curriculum Development by Teachers

The interest that many teachers have shown in participation in curriculum development has not always been followed by their involvement in research activities. This has resulted from the fact that many

teachers have been confronted by barriers to their participation in curriculum development activities. Another factor in this lack of participation is the ambivalent attitude of many teachers to the demands of curriculum development. Shumsky[39] studied the attitudes of graduate students in educational research. He found that the students' attitudes were governed by two sets of values. They fully accepted the role of the teacher as an educational researcher as a means of professional growth. On the other hand, the students were not willing to face the personal implications of participation in research activities. A number of studies[40] throughout North America among classroom teachers have demonstrated a similar dichotomy between teachers' expressed beliefs concerning the value of participation in curriculum development and their personal involvement as producers or consumers of curriculum materials.

The ambivalent attitude of many teachers to those aspects of research that are essential to curriculum development appears to be related to a number of perceived internal and external barriers. A study of the research done in this area[41] indicates that these barriers are both very real and numerous. Among the internal barriers perceived by the teachers were these: age; teaching experience; formal education; and sex. The list of perceived external barriers is a long one. They include: a lack of time, money and facilities with which to do curriculum development work; a lack of support from local school authorities; a lack of freedom to make decisions affecting the curriculum at the classroom level; a lack of credit for work previously done on curriculum; a lack of implementation of recommendations made by those involved in curriculum improvement; and a lack of adequate communication with other people engaged in curriculum development.

Further barriers, as perceived and reported by teachers, included, problems arising from relationships between teacher-developers and their fellow teachers and their school administrators; problems arising from relationships among the teacher-developers and their pupils and their pupils' parents; conflicts with curriculum authorities about the role of the teacher in curriculum development; conflicts with school officials about the primary role of the teacher; the failure of school authorities to provide teacher-developers with adequate resources; and the existence of a hierarchical school organization with policies that deterred teachers from participating in curriculum development. Even when teachers have successfully overcome many of these barriers and have developed new curricula, their fellow teachers and the local school boards often lacked the expertise to implement the new programs. And there are cases on record in which school officials have approved the development of curricula by classroom teachers only to withdraw support mid-way through the program of development.

Many of the barriers perceived by the teachers are, and always have been, inherent in the curriculum development process. The determination of educational objectives is in itself a difficult task, as any educator involved in such an activity will admit. The National Education Association was well aware of these problems when it issued its Report on the Project on Instruction.[42] Nonetheless, it urged the establishment of thousands of experimental schools in which many teachers,

supervisors and administrators could work on projects that they would select and design themselves. The NEA also recommended that school systems should allocate not less than one percent of their annual operating budgets for the support of research, experimentation and innovation at the school-building level. Since the publication of its Report on the Project on Instruction in 1963, the NEA has been very active in seeking the establishment of programs that will assist classroom teachers to overcome the barriers inherent in the curriculum development process.

5. The Benefits of Teacher Participation in Curriculum Development

Many educators have agreed, despite the difficulties described earlier, that considerable benefits can be derived from greater participation by classroom teachers in educational research and curriculum development. Barnes,[43] in fact, has identified thirteen benefits that accrue to the teacher, apart from any benefits to the school system, from teacher involvement in research and curriculum development. Other educators who have studied this matter have identified a series of benefits that teachers themselves perceive as resulting from their participation in curriculum development. These benefits were: teacher self-improvement; higher teacher morale and greater satisfaction with the local school environment; personal and professional growth for teachers; personal and professional growth for students; greater implementation of curriculum guides and officially prescribed curriculum materials; greater satisfaction with teaching as a profession; and generally greater satisfaction with the entire educational process as a result of participation in curriculum activities.

Teachers who have participated in curriculum development have been shown to be more accepting of changes in their local schools and to be more enthusiastic about their work. Such involvement of teachers also has tended to modify the participants' attitudes to educational research and has removed many of the inhibitions teachers experience regarding the personal implications of involvement in developing curricula. It has long been evident that teachers with experience in curriculum activities have demonstrated more concern about educational problems and have consistently shown greater interest in the solution of those problems. There can be little doubt that classroom teachers who are willing to become involved in the heavy responsibilities of curriculum development must be highly motivated by a desire to improve the educational experiences of their students, as well as by a sense of professionalism. The desire of teachers for self-improvement, for improving the quality of classroom instruction, and for personalizing the educational process is perhaps the best criterion for the recruitment of curriculum developers. Such teachers seem to have the inner compulsion toward personal and professional accomplishment that Carl Rogers described as "self-actualization."

6. The Levels of Teacher Participation in Curriculum Development

Teacher involvement in curriculum activities has been a familiar practice in the field of education. In the past, however, the role of

the teacher generally has been merely that of an operative who has put new curriculum plans, organized by experts, into effect.[44] Throughout North America the participation of teachers has ranged from token representation on a curriculum committee to, in a few instances, an active role as initiator and major developer of curricula. In England, the rigid control of the educational process was greatly altered in the late 1940s and the 1950s to give to classroom teachers the freedom to decide on curriculum courses and teaching techniques. In 1962 a new Schools Council was established to encourage further curriculum development by teachers. The new Council, basing its actions on the view that educational innovations usually start in the classroom, established local curriculum development centers throughout England. More than two hundred of these centers are now in operation.[45] British teachers working in these local centers have undertaken a major reorganization of the secondary school curriculum. The success and enthusiasm associated with the teachers' center program have been attributed to the element of control by local teachers.[46]

In Canada and the United States, as noted earlier, the role of the classroom teacher in curriculum development generally has been a very minor one. There have been a few notable exceptions to this practice, however, and wherever teachers have been given a pivotal role in curriculum development the results usually have been fairly satisfactory. Taba and Elkins collected and published a series of teaching-learning sequences that had been designed by teachers for elementary school children.[47] The teachers engaged in this program were reported by Taba to have acted as the major developers of the new curricula. The program itself, however, was confined to a series of short workshops for teachers. A more ambitious project was the SEARCH program begun in the 1940s in Lansing, Michigan,[48] to plan more effective teaching practices. The program was modified in 1961 to permit classroom teachers to engage in action-research, experimentation and problem-solving at the local level. Teachers participated in SEARCH on projects of their own choice and worked in groups or individually as they wished.

Perhaps the most notable curriculum program, however, was the Sonoma County project in California, known as INPUT.[49] This program provided a broad conceptual base on which individual teachers could develop local curricula. The program, which began in 1966, saw the development of seventy different curriculum innovations by more than one hundred teachers. All of the teachers engaged in INPUT were volunteers and acted as the primary initiators and main developers of their new curricula. The Sonoma County program was not continued in its original form after the 1968-69 academic year. Instead, the California Teachers' Association began disseminating the data provided by the program developers to other teachers throughout California. It was hoped by the CTA that this would help other teachers to establish their own curriculum development projects at the school-building level.

The Sonoma County program appears to be similar in its goals and methods to the Project Canada West program. However, PCW seems to be a much more ambitious endeavor to develop new Canadian studies curricula for the elementary and secondary schools of all ten provinces of Canada. The PCW personnel have been recruited from the four western provinces and many of the educational institutions in those same provinces have

become supporters of the project. The PCW Trustees have expressed confidence that those classroom teachers engaged in curriculum development will prove successful in their efforts. Considerable interest has been shown by educators and the general public in the objectives and the methods of Project Canada West. It is apparent to all observers that a program of this magnitude and manner of organization has great potential for the improvement of studies about Canada.

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Principles and Procedures of Curriculum Development

One of the most important aspects of Project Canada West is its emphasis on classroom teachers as initiators and major developers of new Canadian studies curricula. The solicitation of curriculum proposals from teachers in the four western provinces constituted a unique approach to curriculum development in Canada.[1] The Canada Studies Foundation has characterized this approach as one that

> ... served to stimulate the awareness of the proposed project among Western Canada teachers; to test the relevance and importance to teachers of the project theme; to provide a rich variety of ideas for development; and to identify leading teacher-developers throughout Western Canada.[2]

PCW Trustees seem confident that classroom teachers, with the supportive framework provided by Project Canada West, are capable of conducting curriculum development.[3]

The emphasis given to the classroom teacher as the major developer of Canadian studies curricula for Project Canada West is consistent with the objectives of the Canada Studies Foundation. In one of its early publications, the CSF stated that one of its aims was to:

> ... develop programs that involve the classroom teacher at every stage of planning and implementation.[4]

This emphasis on the teacher in curriculum development was reiterated in Memorandum Number 6 of the Foundation, and it also constituted a part of Memorandum Number 10.[5] A CSF official, in an address to teachers contemplating the establishment of a curriculum development center in the Atlantic provinces, stressed the crucial need for the participation of classroom teachers in every stage of the development of new curriculum materials.[6] In Project Canada West, teachers have been given an opportunity that has very seldom been accorded to teachers in Canada - the opportunity to act as major developers of new curricula. Those teachers whose proposals were accepted for development by the PCW Trustees automatically became the original team members. Other teachers were recruited by these team members, and the direction of their activities was the result of a consensus among them.

A great deal of interest has been evinced by many Canadian educators in the PCW curriculum development program. A number of studies have been undertaken by researchers in Canada and the United States[7] to examine and analyze various aspects of the project. One of the first of such studies to be completed concerned an analysis of the PCW participants' perceptions concerning their curriculum development procedures during their first year of operation.[8] The number of participants in PCW at the time of this study totaled fifty-nine. To acquire information about their curriculum development procedures and to analyze their perceptions concerning those same procedures, it was necessary to

develop a set of criteria for curriculum development. Considerable difficulty was encountered in designing the criteria because of the disagreement existing among many educators concerning the role of theory in curriculum development. There is, in fact, no definition of the term 'curriculum' that is acceptable to all educators.[9] As recently as 1968, curriculum theory was said still to be in its infancy.[10] One result of this lag in the development of curriculum theory has been a concentration by curriculum specialists on how to organize and direct lay and professional groups effectively for curriculum work.[11]

A study of the literature on the development of curriculum led to the collection of scores of recommended procedures. Some of these procedures were especially applicable to national curriculum programs, some to state or regional programs, and some to curriculum development at the local level. Those procedures that appeared most frequently in the writings of curriculum specialists, and that were applicable to the local and regional level, were abstracted from the literature. It was apparent that many of these recommended procedures were similar in intent, although different in phraseology.[12] As a result, it was possible to group them into ten major categories. On the basis of these ten groupings, a set of ten curriculum development principles was constructed and this in turn provided the criteria needed for an analysis of the PCW participants' perceptions concerning their curriculum development activities.[13] The ten principles have been outlined below.

Curriculum development by classroom teachers may proceed effectively if:

1. The teachers participate in every phase of the planning;
2. The teachers work in an atmosphere of cooperation, permissiveness and equality;
3. The teachers have the essentials of curriculum development - time, money and facilities;
4. The teachers select a limited program for local development and avoid elaborate, comprehensive programs;
5. The teachers give attention to specific goals and appropriate materials, content and teaching strategies.
6. The teachers employ the methods of professional researchers to study current literature, available materials and other curriculum projects, and thus acquire a research point of view;
7. The teachers utilize the services of education consultants, university scholars, professional laymen and other resource persons;
8. The teachers utilize a central, coordinating body to unify their scattered efforts, and to assist each other;

9. The teachers develop good public relations with their supervisors, other teachers and laymen;

10. The teachers conduct a program of continuous evaluation of their work.

A Profile of Project Canada West Participants

The investigation conducted by Miller[1] into the participation of classroom teachers in curriculum development for Project Canada West led to the identification of several personal and professional characteristics of these teacher-developers. Prior to this investigation, there was no satisfactory source of information on the PCW participants that would characterize the kind of teacher who would voluntarily engage in curriculum development activities. The lack of readily-available information was due, in part, to the manner in which the participants became members of PCW subproject teams. Those teachers whose curriculum proposals were accepted for development automatically became the nucleus of the subproject teams. They added other teachers, at their own discretion, and without prior consultation with PCW Trustees. As a consequence, the members of the subproject teams constituted a valuable source of information on the kind of classroom teacher who responds to an opportunity to engage in curriculum development. The PCW participants differed in a number of ways from the "average" teacher in the elementary and secondary schools of Canada.

Personal Characteristics

In view of the fact that all of the PCW participants were volunteers for curriculum development activities, it was interesting to note that approximately seventy percent of them were male teachers. A study of the age distribution of all the participants revealed that the majority of them were under the age of forty during their first year of curriculum development.

FIGURE I

AGE IN YEARS OF PCW PARTICIPANTS

20 - 29 years	35.6%		*(21)
30 - 39 years	33.9%		(20)
40 - 49 years	25.4%		(15)
50 - 59 years	3.4%		(2)
60 or more	1.7%		(1)

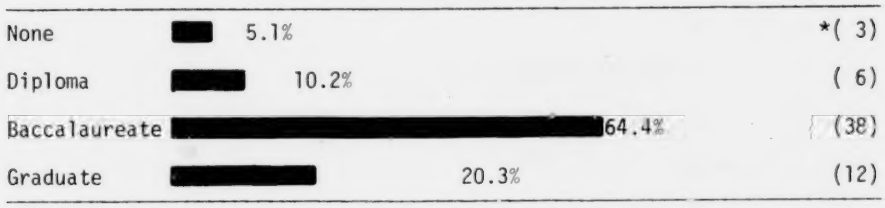
*Number of Participants

Professional Qualifications

Approximately two-thirds of the PCW participants had a baccalaureate during their first year of curriculum development. The distribution of diplomas and degrees among the subproject team members has been shown in Figure 2.

FIGURE 2

DIPLOMAS AND DEGREES HELD BY PCW PARTICIPANTS

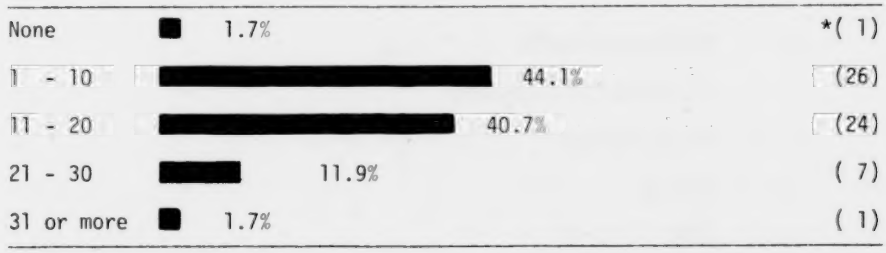


*Number of participants

One measure of the professional background of the PCW participants was the number of social science classes they had taken at both the undergraduate and graduate levels. The social sciences listed in the survey by Miller included anthropology, economics, geography, history, political science, social psychology and sociology. Among the participants, the number of such classes taken prior to the completion of their first year of curriculum development ranged from none to more than thirty-one.

FIGURE 3

SOCIAL SCIENCE CLASSES TAKEN BY PCW PARTICIPANTS

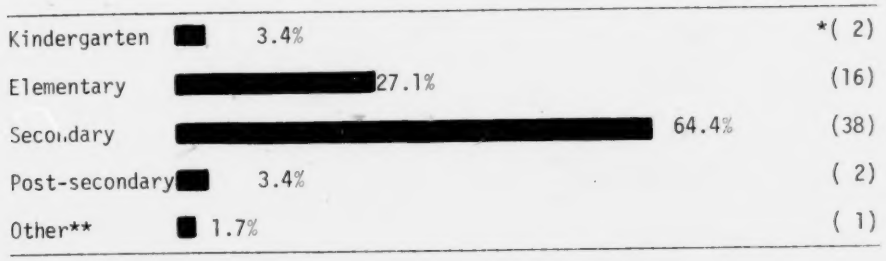


*Number of participants

Most of the PCW participants were teaching at the secondary level during their first year of curriculum development. The teaching level of the members of the subproject teams has been shown in Figure 4.

FIGURE 4

TEACHING LEVEL OF PCW PARTICIPANTS

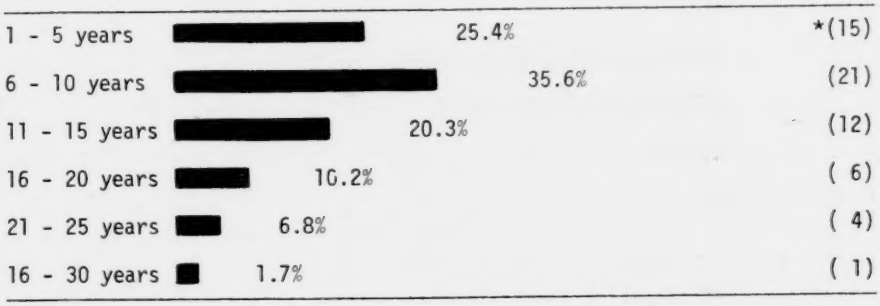


*Number of participants
**Other refers to one participant who supervised and taught at the kindergarten, elementary and secondary levels.

Approximately two-thirds of the PCW participants had taught for ten years or less at the time they were engaged in curriculum development activities. Twenty-five percent of the members of the subproject teams had taught for five years or less.

FIGURE 5

TEACHING EXPERIENCE OF PCW PARTICIPANTS

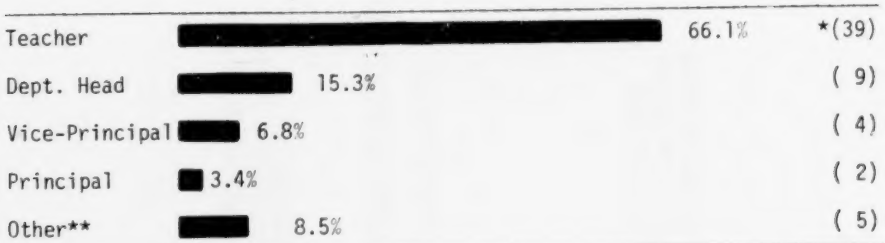


*Number of participants

The majority of PCW participants worked exclusively as classroom teachers during their first year of curriculum development. Some participants, in addition to being classroom teachers, held positions of responsibility, such as that of department head, vice-principal and principal. Five of the team members were university professors, supervisors or school counsellors. A classification of the positions held by the participants has been incorporated in Figure 6.

FIGURE 6

POSITION HELD BY PCW PARTICIPANTS



*Number of participants
**Other includes two university professors and three team members who worked as supervisors or school counsellors.

A comparison of the demographic data acquired on the PCW participants with similar data for teachers in Canada as a whole reveals the fact that the PCW team members differed in several ways from the "average" Canadian teacher. These differences have been illustrated in Figure 7.

FIGURE 7

A COMPARISON OF THE AGE, DEGREES, TEACHING LEVEL AND TEACHING EXPERIENCE OF CANADIAN TEACHERS AND PCW PARTICIPANTS

DBS*	Age	PCW
43.6%	20-29	35.6%
21.4%	30-39	33.9%
35.0%	40 or more	30.5%
32 years	Median**	33.75 years
	Degrees	
43.1%	One or more	84.7%
	Teaching Level	
64.1%	Kindergarten & Elementary	30.5%***
35.9%	Secondary	64.4%
	Teaching Experience	
43.9%	1-5 years	25.4%
19.7%	6-10 years	35.6%
36.4%	Over 10 years	39.0%
7.3 years	Median	8.9 years

*See next page for footnotes.

*The data for comparison of PCW participants with Canadian elementary and secondary teachers were derived from the study by Miller and from the Dominion Bureau of Statistics, Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools, Number 81-202 (Ottawa: Queen's Printer, February, 1971). Note: DBS has now been renamed Statistics Canada.
**The Median age and median teaching experience for Canadian teachers were derived from DBS figures for the 1969-1970 academic year in eight provinces.
***5.1% of the PCW participants were not included in this category because they taught at the post-secondary level or taught at more than one level during their first year.

It was evident from a comparison of the PCW participants with teachers in Canadian elementary and secondary schools that the PCW participants were, on average, slightly older. The median age for the subproject team members was thirty-three years and nine months, compared with a median age of thirty-two years for all-Canada teachers. In terms of degrees possessed, the PCW participants were far above the average for elementary and secondary teachers throughout Canada. Some forty-three percent of all-Canada teachers had one or more degrees. The percentage for PCW participants was almost eighty-five percent.

The notable differences between PCW participants and all-Canada teachers extended to their teaching levels and their teaching experience. More than sixty-four percent of all Canadian teachers taught at the kindergarten and elementary levels, and nearly forty percent taught at the secondary level. The respective percentages for the PCW participants were 30.5% and 64.4%. This is almost exactly the reverse of the figures for Canadian teachers as a whole. With respect to years of teaching experience, the PCW participants proved to be more experienced than their counterparts. The differences here, however, were less dramatic. The chief difference between the two groups occurred in the 6-10 years' experience category. The PCW participants had a median of 8.9 years' teaching experience, compared with a median of 7.3 years for all-Canada teachers.

The PCW participants seemed to have been highly motivated toward involvement in curriculum development activities. A survey of their attitudes to curriculum work for Project Canada West left no doubt about their keen interest in this area of educational research.[2] The fact that all of the participants were volunteers attested to a considerable concern among them for the improvement of education at the classroom level. The participants revealed that both personal and professional considerations were among their expressed motivations toward involvement in PCW. Some team members, given a selected list of suggested motivations toward participation, indicated that several of the suggested motivations were applicable to themselves. Other team members provided a number of additional motivations in an attempt to explain their involvement more fully. All of these expressed motivations have been summarized in Table I. The phraseology employed by the participants to describe their additional motivations differed, but their intent was clear. Their observations have been combined into a series of statements that most accurately reflect their expressed interest in curriculum development.

TABLE I

EXPRESSED MOTIVATIONS TOWARD PARTICIPATION IN CURRICULUM DEVELOPMENT FOR PROJECT CANADA WEST

Suggested Motivation	Number*
Wanted experience in educational research	17
Wanted to explore new areas of content	27
Wanted more social studies Canadian content	27
Wanted new perspectives on teaching skills	20
Wanted to improve social studies courses	36
Welcomed the opportunity to be creative	37
My motivation differed from the above**	24

*Respondents checked off several motivations as listed in the questionnaires, so that the total of responses was greater than the number of respondents.

**The motivations that differed from those listed in the questionnaire, and that were most often stated, have been combined into several representative statements and listed below.

Wanted to help establish an environmental studies program;

Wanted to advance my career;

Wanted to participate in an exciting and challenging curriculum program;

Wanted to create, through development of new curricula, better racial understandings for my students;

Wanted to participate in a program that provided for released time from classroom duties;

Wanted to explore my ideas on teacher involvement in curriculum development; and

Wanted to join colleagues who already were in PCW.

Additional evidence of a strong motivation toward involvement in curriculum was the fact that many of the subproject team members had been recruited by those classroom teachers who had originally submitted curriculum proposals to the PCW Trustees. This latter group, comprising slightly more than forty-four percent of the total, became the original team members when their proposals were accepted for development. They recruited, at their own discretion and using their own criteria for selection, the remaining fifty-five percent of the subproject team members. The proportion of original team members to recruited team members has been outlined in Figure 8.

FIGURE 8

SOURCE OF MEMBERSHIP IN PROJECT CANADA WEST

Made a proposal to the PCW Trustees	44.1%	*(26)
Recruited by the original members	55.9%	(33)

*Number of participants

If further evidence of motivation were needed, it would be found in the fact that most of the participants contributed many hours to their subprojects for which they received no remuneration of any kind. Their contributions, which are discussed in detail in the next chapter, ranged as high as twelve hours a week for curriculum development.

An examination of the educational background and the reported research skills of the PCW participants indicated that only a minority could be considered to have had some training in educational research techniques. A summary of these professional qualifications has been incorporated in Table II. Less than thirty percent of the participants had engaged in curriculum development work prior to their involvement with PCW. More than seventy percent were unexperienced in this area. Only twenty-two percent had ever had an educational article or a research report published before joining PCW. Slightly more than twenty-five percent had ever taken a class in educational research techniques. In contrast to these figures, it was evident that the participants were keenly interested in improving their academic qualifications even while engaged in curriculum work. Some forty percent of them took a class in education during their first year with PCW and nearly fifty-six percent expressed an interest in attending a graduate school somewhere, either on a full- or part-time basis, before Project Canada West reached its anticipated conclusion in 1975. This is a very high percentage, when it is recalled that some twenty percent of the participants were already in possession of a graduate degree when they began working on their subproject teams for PCW.

TABLE II

SELECTED PROFESSIONAL ACTIVITIES COMPLETED OR PLANNED
BY PARTICIPANTS IN PROJECT CANADA WEST

Types of selected activities	Yes	No	Total
Previous curriculum development experience	N 17 % 28.8	42 71.2	59 100
Published articles or research reports	N 13 % 22.0	46 78.0	59 100
Classes taken in educational research	N 15 % 25.4	44 74.6	59 100
Classes in* education during first year in PCW	N 24 % 40.8	35 59.2	59 100
Plans for graduate school within three years	N 33 % 55.9	26 44.1	59 100

*Of the twenty-four respondents who had taken classes in education during their first year of work for PCW, eighteen respondents (30.6%) had taken classes at the graduate level and six respondents (10.2%) had taken classes at the undergraduate level.

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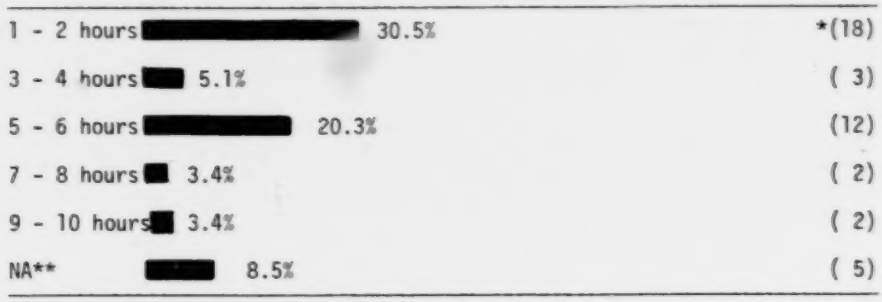
The Curriculum Development Activities of the Project Canada West Participants

Within the structural framework of Project Canada West, the participants used whatever curriculum development procedures they considered appropriate. In their role as the primary initiators and major developers of new Canadian studies curricula, they were able to devise their own methods. They have had the interest and support of many interested educational institutions and professional educators throughout Western Canada. They have been able to use the facilities available at these educational institutions and to take advantage, if they chose, of the expertise and advice of educational consultants and specialists in the disciplines. One of the ways in which they organized their subproject teams for curriculum development was in relation to the provision of released time from classroom duties. During the course of their first year of work for PCW, more than seventy-one percent of the participants had been given some released time in which to conduct their curriculum activities. The remaining participants, nearly twenty-nine percent of the total, did not receive any released time during that first year. Arrangements for released time varied from team to team. The amount available, as shown in Figure 9, ranged from 1-2 hours to 9-10 hours each week.

FIGURE 9

RELEASED TIME PER WEEK FOR 71% OF THE PARTICIPANTS



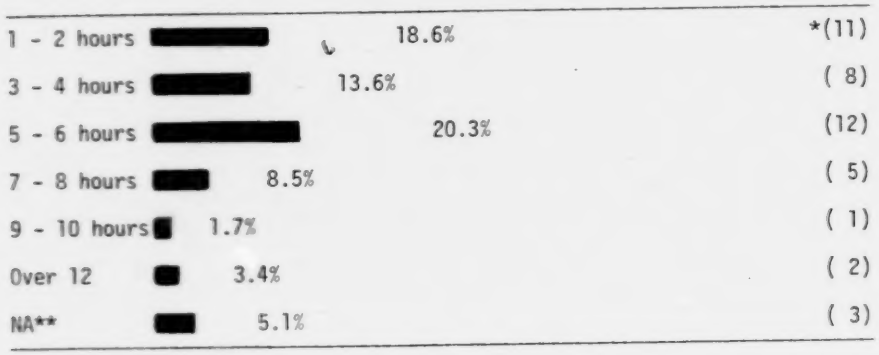
*Number of participants
**No answer on the questionnaire

The range of released time provided for the members of the fourteen subproject teams seems rather large in view of the nature and extent of Project Canada West. One reason that most teachers did not receive released time that was approximately equivalent was the difficulty sometimes encountered in securing suitable substitutes for the classrooms of the participants. Another reason was that the team members themselves arranged their available funds to provide released time in accordance

with their own perceptions concerning the amount of such time needed. A third reason was that some school boards in the four western provinces gave support to the subproject teams in the form of released time from classroom duties, while other school boards did not permit any absence from the classroom for curriculum development work.

FIGURE 10

ADDITIONAL TIME DONATED BY 71% OF THE PARTICIPANTS



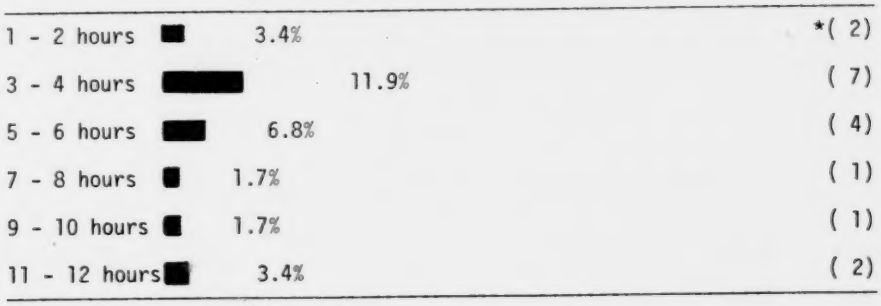
*Number of participants
**No Answer

Most of the teachers given released time for curriculum development contributed additional time each week to their individual subprojects. Some of the participants with released time donated as much as twelve hours or more each week to their curriculum development activities for PCW. A summary of their contributed time has been incorporated in Figure 10.

The participants who had no released time during their first year of work, nearly twenty-nine percent of the total, appeared as dedicated as their colleagues to their curriculum development programs. The range, in hours, of the time donated by these non-released participants has been shown in Figure 11.

FIGURE 11

HOURS DONATED BY NON-RELEASED PARTICIPANTS

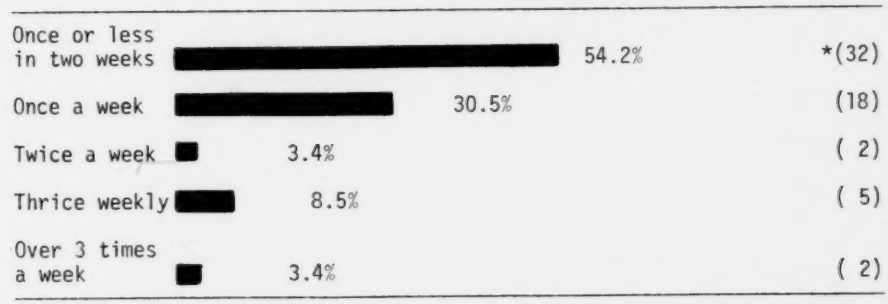


*Number of participants

No directives were issued by the PCW Trustees concerning the desired, or required, number of meetings for curriculum activities by the sub-project team members. The participants, however, met for varying periods of time each week or each month in accordance with their own desires. The meetings might have been held at a regular time each week, or, as suggested by some team members, they might have been held three or four days a month whenever all members could attend. In response to a questionnaire concerning the frequency of their team meetings, the participants gave estimates ranging from one or fewer meetings in a fortnight to more than three times a week. An analysis of their responses has been shown in Figure 12.

FIGURE 12

FREQUENCY OF SUBPROJECT TEAM MEETINGS

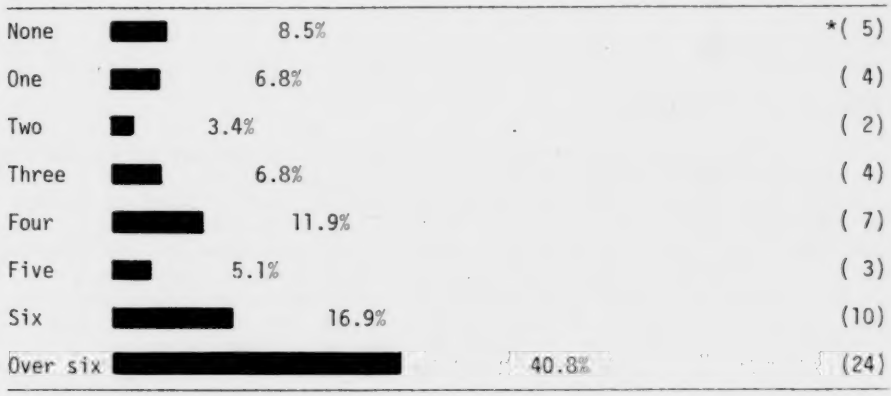


*Number of participants

The number of resource persons who were called on for assistance by the members of the fourteen subproject teams ranged from none to more than six. Five of the team members reported that they had not used the services of educational consultants or specialists in the disciplines in their first year of curriculum development. By contrast, more than forty percent of the team members had used the expertise of more than six resource persons to assist them in their curriculum activities. The amount of utilization of resource personnel by the team members has been outlined in Figure 13.

FIGURE 13

NUMBER OF RESOURCE PERSONS USED BY PARTICIPANTS



*Number of participants

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The Participants' Perceptions Concerning Their Curriculum Development Procedures

One section of the questionnaire that was submitted to, and completed by, all the PCW participants asked them to comment freely on several aspects of their work. The subproject team members were asked their opinions concerning the possibility that the PCW approach to curriculum development could be used by classroom teachers in areas other than the four western provinces of Canada. They were also asked to describe any effects they may have noted on their classroom duties and on their professional growth as teachers as a result of their involvement in Project Canada West. One other section of the questionnaire, entitled "The First Subproject Team Reports," provided the participants with an opportunity to comment freely on their experiences in preparing their first annual reports for the PCW Trustees. The data provided by the participants on these aspects of their work in curriculum have been summarized in Table 3. A number of their comments on the questionnaire have been included here because they provide a better understanding of the participants' perceptions of these areas of their work in PCW.

TABLE III

RESPONSES TO OPEN-ENDED QUESTIONS CONCERNING RESULTS OF PARTICIPATION IN PCW AND PREPARATION OF THE FIRST ANNUAL REPORTS

Other teachers with similar support, can develop curricula	Yes	Yes,but*	No		NA**	Total
	N 8	47	0		4	59
	% 13.6%	79.6			6.8	100
Effects of PCW activities on classroom duties	None	B***	D****	B&D	NA	
	N 3	13	13	22	8	59
	% 5.1	22.0	22.0	37.3	13.6	100
Effects of PCW activities on professional growth	None	B	D	B&D	NA	
	N 0	53	0	4	2	59
	%	89.8		6.8	3.4	100
Effects of preparing the first annual reports	None	B	D	B&D	NA	
	N 0	16	13	7	23	59
	%	27.1	22.0	11.9	39.0	100

*See next page for footnotes.

*Yes, but - means respondents attached conditions or reservations to their responses.
**NA - means no answer.
***B - means Beneficial effects.
****D - means Detrimental effects.
B&D therefore means both Beneficial and Detrimental effects.

APPLICABILITY OF PCW

The respondents were asked whether, in their opinion, other classroom teachers, given a supportive framework similar to that of PCW, could also participate in curriculum development. Eight respondents (13.6%) replied with an unqualified "Yes." Four respondents (6.8%) failed to give an answer to the question. The majority of respondents, however, comprising forty-seven individuals (79.6%), responded with a qualified "Yes." A variety of qualifications was suggested by these respondents, the most frequent of which was that it was absolutely essential for success in curriculum development that sufficient time be provided in which to do the work. One respondent wrote:

> In my opinion, the major problem in curriculum development is the factor of time. This is crucial ... and will determine for many whether the project survives or goes under.

Other qualifications listed by the respondents were as follows: consultants are needed; school board support is essential; a clear-cut educational philosophy is necessary; teachers must be willing to do such work; only teachers with suitable personalities and academic abilities should be recruited; local research facilities and libraries are both essential; financial support is important; a measure of independence from education officials is necessary; and curriculum development by teachers requires a proper perspective.

EFFECTS ON CLASSROOM DUTIES

The second open-ended question asked respondents to indicate what effects they perceived their involvement in PCW to have had on their classroom duties. Three respondents (5.1%) reported that they had perceived no effects on their classroom duties as a result of their first year of work in PCW. Thirteen respondents (22.0%) reported beneficial effects and thirteen respondents (22.0%) reported detrimental effects on their classroom duties. The largest number of respondents, twenty-two (37.3%), stated that their participation in curriculum development activities had had both beneficial and detrimental effects on their classroom duties. One respondent stated "I was more motivated in doing my educational duties, but my classroom work suffered because of the time demands of PCW work." Eight respondents (13.6%) did not answer the question.

Those respondents who reported beneficial effects on their classroom duties as a result of participation in PCW placed considerable

emphasis on their increased perceptions of educational skills and techniques in the classroom. Some respondents reported having tried out new techniques or having employed new subject content in their classrooms because of their curriculum experiences in PCW. Those respondents who reported a detrimental effect on their classroom duties invariably mentioned the loss of time from their rooms while they engaged in work for PCW. They also noted quite frequently that they felt somewhat guilty about leaving their classes to substitute teachers who sometimes were not as well qualified as the regular teachers, or who could not carry on satisfactorily with the study of the subject that was currently being examined. Those respondents who stated that participation in PCW had had both beneficial and detrimental effects on their classroom duties listed advantages and disadvantages similar to those already described.

EFFECTS ON PROFESSIONAL GROWTH

There was considerable agreement among the respondents when answering the question about the effects on their professional growth of their participation in PCW. Fifty-three respondents (89.8%) reported that their involvement in curriculum development activities had had a beneficial effect on their professional growth as teachers. Four respondents (6.8%) reported both beneficial and detrimental effects and two respondents (3.4%) failed to answer the question. Very few detrimental effects were listed by the respondents. One stated that, in his words, "the child receded somewhat from my consciousness because of the need of grappling with curriculum development thoery." Another respondent stated that he was, in his own words, "spreading myself too thin."

A list of the beneficial effects on professional growth as teachers, as perceived by the respondents, would be quite long. The majority, however, were similar to those that follow. Among the beneficial effects respondents cited were these: an involvement in wider reading of educational literature; the acquisition of new understanding of curriculum and instructional design; the development of greater self-confidence; a deeper commitment to education; the gaining of a greater sense of accomplishment; the acquisition of new skills in communication; the acquisition of new skills in organizing, researching and implementing new courses of instruction; a realization of the benefits of greater exposure to the ideas of curriculum consultants; the gathering of new ideas from PCW workshops; and the gaining of a greater awareness of the needs of students as individuals.

PREPARATION OF ANNUAL REPORTS

The respondents to the questionnaire were asked to report on their experiences with regard to the preparation of their first annual reports for the PCW Trustees in June, 1971. Sixteen respondents (27.1%) reported that the effects of their participation in preparing the reports were mainly beneficial. Thirteen respondents (22.0%) reported detrimental effects, and seven respondents (11.9%) reported both favorably and unfavorably on their involvement in the preparation of the first annual reports. Twenty-three respondents (39.0%) failed to answer the question.

The sixteen respondents who were favorably impressed with their participation in the preparation of the annual reports cited a number of benefits to themselves. They listed such benefits as: involvement in the preparation of the annual reports helped them to clarify their educational goals; participation in preparing the annual reports gave them a sense of accomplishment; and helping to prepare the annual reports made them more appreciative of the contributions of their educational consultants. The thirteen respondents who were unfavorably impressed by their participation in the preparation of the annual reports listed a number of reasons for this attitude. Their reasons were: the preparation of the annual reports was too time-consuming; the preparation of the annual reports came at an extremely busy time of the year for teachers; the instructions from PCW Trustees on preparing the reports were confusing; and writing up the annual reports proved to be a rush job with which they were not entirely satisfied. Those respondents who indicated that they had both favorable and unfavorable impressions of their involvement in preparing the annual reports gave reasons similar to those just listed.

PERCEPTION CONCERNING SELECTED CURRICULUM PROCEDURES

The participants were asked to record in their response to the questionnaire, their agreement, indecision or disagreement concerning thirty-one selected curriculum development procedures. Their responses have been summarized in Table 4. Nearly twenty-four percent of the participants were of the opinion that the overall theme for PCW - "Urbanization" - should not have been chosen without consultation with those teachers who were going to be members of the subproject teams. By contrast, some forty-four percent were satisfied that the decision on the PCW theme should have been made by the Trustees. The indecision of so many of the participants on this issue, some twenty-seven percent of the total, perhaps arose from the fact that many members of the team were not recruited to PCW until after the fourteen subprojects had begun. This may also account for the fact that nearly twenty-nine percent of participants had not participated in all phases of planning for their subprojects. A similar point might be made with respect to the report by some twenty-five percent of the team members that they had not been able to direct their subprojects along the lines of their personal interests. By contrast, nearly sixty percent of the participants had been involved in all phases of planning their work and almost fifty-six percent had been able to direct their subprojects along the lines of their personal interests.

The summary of the participants' perceptions in Table 4 contains a number of important figures with respect to the role of the classroom teacher in curriculum development. It is surely significant that more than ninety-three percent of the participants reported themselves as satisfied with the decision-making process in their subproject team meetings. Almost ninety-five percent reported that their subproject team work had been done in a co-operative atmosphere. Close to eighty percent of participants reported that they had been able to use their leadership skills during the first year of curriculum development for PCW. Some seventy-one percent of the team members stated that the amount of financial aid provided for their subprojects during the first year of work had been adequate.

TABLE IV

TEACHERS' PERCEPTIONS OF SELECTED CURRICULUM DEVELOPMENT PROCEDURES

		A*	U**	D***	NA****	Total
Teachers should have selected PCW theme	N	14	16	26	3	59
	%	23.7	27.1	44.1	5.1	100
Our team involved in all phases of planning	N	35	7	17		59
	%	59.3	11.9	28.8		100
Personal interests directed subproject	N	33	9	15	2	59
	%	55.9	15.3	25.4	3.4	100
Decision-making process was acceptable	N	55	3	1		59
	%	93.2	5.1	1.7		100
Work done in a co-operative atmosphere	N	56	2	1		59
	%	94.9	3.4	1.7		100
Utilized our own leadership skills	N	47	7	5		59
	%	79.6	11.9	8.5		100
Finances adequate in first PCW year	N	42	9	8		59
	%	71.1	15.3	13.6		100

*A - means Agree
**U - means Undecided
***D - means Disagree
****NA - means No Answer

TABLE IV (continued)

	A	U	D	NA	Total
Sufficient released time was provided	N 19 % 32.2	11 18.6	29 49.2		59 100
Our team had access to research facilities	N 38 % 64.4	13 22.0	8 13.6		59 100
Locally available materials scarce	N 20 % 33.9	14 23.7	25 42.4		59 100
Team has identified specific area of study	N 49 % 83.0	6 10.2	1 1.7	3 5.1	59 100
Team had a flexible development plan	N 59 % 100				59 100
Acceptable definition content and strategies	N 33 % 55.9	19 32.2	7 11.9		59 100
Team has determined behavioral objectives	N 32 % 54.2	18 30.5	8 13.6	1 1.7	59 100
Acquiring familiarity with social sciences difficult	N 11 % 18.6	20 33.9	28 47.5		59 100

*See the legend on page 31.

TABLE IV (continued)

		A	U	D	NA	Total
Studied current curriculum literature	N	54	3	2		59
	%	91.5	5.1	3.4		100
Examined other curriculum projects	N	36	9	12	2	59
	%	61.0	15.3	20.3	3.4	100
Team has acquired a research viewpoint	N	39	13	4	3	59
	%	66.1	22.0	6.8	5.1	100
Utilized educational resource persons	N	44	4	10	1	59
	%	74.6	6.8	16.9	1.7	100
Utilized non-educational resource persons	N	37	4	16	2	59
	%	62.7	6.8	27.1	3.4	100
Assistance of resource persons satisfactory	N	41	9	3	6	59
	%	69.4	15.3	5.1	10.2	100
PCW Trustee information network satisfactory	N	5	19	35		59
	%	8.5	32.2	59.3		100
PCW Trustees gave adequate encouragement	N	38	12	8	1	59
	%	64.4	20.3	13.6	1.7	100

TABLE IV (continued)

		A	U	D	NA	Total
Our team encouraged other teams	N	8	16	34	1	59
	%	13.6	27.1	57.6	1.7	100
Relationship with supervisors was good	N	37	13	7	2	59
	%	62.7	22.0	11.9	3.4	100
Relationship with non-PCW teachers was good	N	22	24	11	2	59
	%	37.3	40.7	18.6	3.4	100
Our team had a public relations program	N	15	13	29	2	59
	%	25.4	22.0	49.2	3.4	100
Our team evaluated its own progress	N	34	13	11	1	59
	%	57.7	22.0	18.6	1.7	100
External evaluation a source of anxiety	N	14	15	29	1	59
	%	23.7	25.4	49.2	1.7	100
First year evaluation basis for second year	N	39	13	5	2	59
	%	66.1	22.0	8.5	3.4	100
Personally experienced a sense of accomplishment	N	48	8	1	2	59
	%	81.3	13.6	1.7	3.4	100

There was, however, a considerable spread of opinion concerning the question of released time for curriculum development activities. Only thirty-two percent of the participants claimed to have received enough released time from classroom duties for their curriculum development activities. Almost fifty percent reported that they had had insufficient released time from their classrooms.

There was more agreement among the participants concerning their local research facilities. More than sixty-four percent stated that they had access to such research facilities as libraries and archives. A curious aspect of this question was that twenty-two percent of them were undecided whether or not they had had easy access to research facilities. In addition to the problem of availability of research facilities, the PCW participants seem to have experienced some difficulty in finding locally-available Canadian materials for their subprojects. Some forty-two percent had no difficulty in getting local materials, but nearly thirty-four percent had experienced difficulty and nearly twenty-four percent were unsure about the extent of the problem.

In the area of determining the scope of their subprojects, the participants reported considerable satisfaction with their curriculum development procedures. Eighty-three percent stated that they had, in their estimation, satisfactorily identified the specific area of study for their subprojects. All participants (100%) claimed that they had devised a plan for curriculum development that was flexible enough to allow for changes to and modifications of their subprojects. Less satisfaction was evident concerning the defining of content and behavioral objectives for their subprojects. About fifty-six percent of participants believed that they had satisfactorily defined the content and teaching strategies for their curriculum programs, but thirty-two percent were undecided on this issue. Similarly, fifty-four percent of participants claimed that they had satisfactorily defined the behavioral objectives for their subproject programs, while some thirty percent were uncertain that they had achieved this goal.

Slightly more than fifty-two percent of the PCW participants reported that they had encountered some difficulty in acquiring the familiarity with the social sciences that was necessary to the development of their subprojects, or were uncertain that they had been able to succeed in this area. Some forty-seven percent claimed that they had no difficulty in this area of their curriculum development activities. More than ninety-one percent noted that they had studied the current literature on curriculum development during their first year of work for PCW. Nearly two-thirds of the participants (61%) had examined curriculum development programs that had been completed, or were still under way, in other parts of Canada or the United States. As a result of their first year's work in PCW, some sixty-six percent of the participants claimed that the members of their subproject teams had acquired a research viewpoint. Only a few of the participants did not believe themselves to have acquired such a viewpoint, while twenty-two percent of them were undecided about the question.

With respect to the use of educational resource personnel, nearly seventy-five percent of the participants reported that they had used the

skills and advice of such persons during their first year of curriculum development for PCW. Another sixty-two percent stated that they had also used the services of non-educational resource persons during their first year as curriculum developers. The participants were also asked their opinions of the assistance given them by the resource personnel, a group that included university scholars, curriculum consultants, city administrators, professional men and businessmen. Nearly seventy percent of the participants reported that they considered the assistance of these resource people to have been satisfactory. Only five percent of the participants were not satisfied with the contributions of the resource people. Most of the remainder were uncertain about the value of the contributions from the resource personnel.

The participants were requested to indicate whether or not, in their opinions, the communications network established by the PCW Trustees to maintain contact with the subproject teams had been satisfactory. About eight percent of the participants found the PCW communications network was to their satisfaction. Some thirty-two percent were uncertain about the value of PCW communications efforts, while nearly sixty percent reported they were unsatisfied. The subproject team members were then asked to report whether or not they believed the PCW Trustees had given them adequate encouragement during their first year of curriculum activities. Some sixty-four percent perceived the encouragement of the Trustees as adequate. Twenty percent of the participants were undecided on this question and nearly fourteen percent reported that they had not received adequate encouragement in their first year with PCW. The members of each subproject team had also been asked if they had made any efforts on their own part to encourage members of the other teams. Nearly fifty-eight percent of them noted that, in their opinions, the members of their teams had not tried to encourage the members of the other teams. Only about fourteen percent of the participants had made any effort to offer encouragement to the other team members.

Several of the questions asked of the participants concerned their perceptions of their relationships with their local school supervisors, with teaching colleagues who were not involved in PCW and with the general public. Almost sixty-three percent reported that they had perceived their relationships with their school supervisors to have been good ones. About twelve percent thought this relationship had not been a good one for them, while twenty-two percent were undecided about the question. By contrast, less than thirty-eight percent of the participants perceived their relationships with non-PCW teachers to have been good ones. Nearly nineteen percent reported an unsatisfactory relationship with their non-PCW colleagues, while close to forty-one percent were undecided about the question. Concerning a public relations program aimed at the general public, only twenty-five percent of participants reported that they had conducted a public relations program for their subproject programs. Nearly fifty percent of the participants had made no effort to inform the general public of their activities or their objectives as curriculum developers for Project Canada West.

The last four questions asked of the participants were concerned with the issues of evaluation and personal satisfaction. Nearly fifty-eight percent reported that they had conducted a program of self-

evaluation of their subproject during their first year of work for PCW. About nineteen percent stated that they had not themselves evaluated their curriculum development work. With respect to the matter of an external evaluation of their work, nearly twenty-four percent of the team members noted that the prospect of external evaluation had been a source of anxiety to them. About fifty percent of the participants claimed that they felt no anxiety about the prospect of external evaluation. Two-thirds of the participants (66%) reported that they had made the evaluation of their first year's work the basis for their decisions concerning their second year of curriculum development. In response to a question concerning their sense of accomplishment as a result of involvement in PCW, more than eighty-one percent of the participants reported having a sense of personal accomplishment by the end of their first year. Only one individual stated that he had not personally experienced a sense of accomplishment as a result of his curriculum activities.

RANKING OF SELECTED CURRICULUM PROCEDURES

After they had completed the questionnaires, the participants were asked to rank ten selected curriculum development procedures on the basis of perceived difficulty in implementation and on the basis of perceived importance. A summary of the ranks assigned by the participants has been incorporated in Table 5. The ranks assigned were determined by a calculation of the median rank given to each of the ten procedures by the participants. They listed the "determination of objectives" for their subprojects as first in terms of difficulty and as second in terms of importance. The participants also listed the "maintenance of your administrative supervisors' support" for their subprojects as first in terms of importance and as sixth in terms of difficulty.

INTERVIEWEES' COMMENTS ON CURRICULUM DEVELOPMENT

After all the PCW participants had completed the questionnaire, approximately one-half of them were interviewed in an attempt to clarify and to amplify their responses to the questionnaire. An Interview Guide, consisting of nine questions, was used so as to minimize any inhibition on the part of the subproject team members. The replies of the participants to the questions provided a better understanding of their perceptions of their curriculum development activities for Project Canada West. Many of their comments were shrewd observations of their experiences as curriculum workers. Since they shed so much light on the attitudes of the PCW subproject team members, a considerable number of their comments have been included here. Because they were asked nine questions, the replies of the fifty-nine participants have been summarized in nine sections below.

TABLE V

RANKING OF SELECTED PROCEDURES

The following procedures are listed in random order. Please rank them from 1 to 10 in terms of your opinion concerning their DIFFICULTY and in terms of your opinion concerning their IMPORTANCE.

Rank Order of Difficulty	Procedures	Rank Order of Importance
4	Explaining to other educators what Project Canada West seeks to do for Canadian studies.	10
9	Maintaining personal enthusiasm for your subproject.	4
1	Determining what your team's ultimate objectives should be.	2
3	Deciding on the nature of your subproject in terms of content and teaching strategies.	3
2	Determining what criteria to use to evaluate your team's progress.	5
6	Maintaining your administrative supervisor's support for your subproject.	1
8	Getting consistent cooperation from available local resource personnel.	9
10	Selecting a team leader (or joint leaders) who can give your team adequate leadership.	8
5	Collecting the local Canadian data needed for your subproject.	6
7	Getting regular guidance and support from the Trustees of Project Canada West.	7

GENERAL IMPRESSIONS

The first question on the Interview Guide concerned the interviewees' general impressions of the questionnaire. Their comments revealed a generally favorable impression. Twenty of them used such statements as: "It was appropriate"; "It wasn't hard to answer"; "It was straightforward"; and "It was better than average." Nine interviewees made comments like these: "Some of the questions were not applicable to my subproject"; and "A few questions were problems because of my lack of background in curriculum work." Five replied with such remarks as: "I preferred this more objective type of questionnaire"; "I liked the short, well-written questions"; "I especially liked the open-ended questions"; and "This questionnaire avoided a structure that might hinder giving the best answer." Three used phrases like: "I found it a big ambiguous"; "I had a bit of difficulty in ranking procedures"; and "I liked the attention it gave to several areas of our work." Other comments from interviewees were: "The open-ended questions were too time consuming"; and "I needed more space in which to add extra comments."

CURRICULUM EXPERIENCE

The second question on the Interview Guide asked the interviewees to comment on their abilities as curriculum developers before they became involved in PCW. Seventeen interviewees stated that they had had no formal training in curriculum development procedures prior to their participation in PCW and had not considered themselves to have any special abilities in that area. Nine noted that they had been involved in curriculum development activities "on a classroom basis only" or had "modified the curriculum for my particular class only." Eight stated that they had participated in curriculum development activities as members of provincial Department of Education curriculum committees. Five remarked that they had received some formal training in curriculum development in the form of university classes in curriculum. Three replied that they had had a limited amount of experience in curriculum building at the classroom level. One interviewee noted that he had received training at the graduate school level in curriculum development.

APPLICABILITY OF PCW

The third question on the Interview Guide asked the interviewees to record their personal opinions on the PCW approach to curriculum development, and if they thought that such an approach could be used elsewhere in Canada to help classroom teachers conduct curriculum development activities. All thirty of the interviewees replied that the PCW approach to curriculum development was, in the words of one of them, "a valuable one." They added such comments as: "I am totally in favor of it"; "I was frustrated at first, but now think that we have the right leadership"; "It gave me all the freedom I wanted"; "The approach was tremendous"; and "An excellent approach."

Many of the interviewees stated that they were convinced that the PCW approach, or one very similar to it, could be used throughout Canada

to assist classroom teachers in local curriculum development. Others of those interviewed, supported this view, but their remarks were more in the nature of a "Yes, but ... " observation. These comments included such statements as: "Yes, it can be used elsewhere, if classroom teachers continue to be the main developers of curriculum"; "Yes, it can be used elsewhere, if teachers get released time from classroom duties in which to do curriculum development"; "Yes, it can be used by teachers elsewhere, if they are creative enough and enthusiastic enough"; "Yes, it can be used elsewhere, if there is a coordination of effort similar to that of PCW": "Yes, it can be used elsewhere, if the classroom teachers have the interest and the motivation"; and "Yes, it can be used elsewhere, if there is enough expertise behind the classroom teacher." Other comments were that the PCW approach could be used elsewhere in Canada, but "teachers need the support of experts, consultants and school boards," and "teachers may have difficulty with the educational terminology and the educational jargon used in the curriculum field."

These comments by the thirty interviewees indicated that they perceived this type of approach to curriculum development to be personally satisfying to them. They made it clear that their comments concerning modifying the PCW approach to curriculum development were intended to improve the overall structure. Their reservations were caused mainly by their concern that some teachers might not respond to the challenge of this kind of curriculum activity, or that some teachers might lack the ability, the training or the support necessary for successful work in the field. Two comments have been quoted to illustrate the general attitude of the interviewees:

> It was tremendous. Curriculum development belongs at the teacher level. School boards must give more released time. The PCW approach needs coordination among various levels of administration if it is to be used elsewhere.

> It was good to use university experts in curriculum, but best to let classroom teachers determine what changes were needed. Teachers should be involved in the initial deliberations leading to the establishment of a program like PCW.

EFFECTS ON CLASSROOM DUTIES

The fourth question on the Interview Guide asked the interviewees what effects they thought their participation in PCW had had on their regular classroom activities. Only two interviewees reported a detrimental effect on their classroom activities as a result of their involvement in PCW. Their comments were entirely negative and are quoted in full. One interviewee replied:

> It destroyed my regular activities because I devoted all my time to PCW. I was one of the worst teachers in the school. I really felt I hadn't done a fair job in the classroom this year.

The second replied:

> The effects have been mostly detrimental, so far. I spent too much time on PCW. I had no released time and all my work was done after school, on my own time, of course.

A few of the interviewees reported that their participation in PCW had had both beneficial and detrimental effects on their regular classroom activities. They made such statements as: "I did greater, in-depth study for PCW than I would ever have done for myself"; "I involved the children more than usual"; "The problem was in getting the right type of replacement teacher"; "I have been doing curriculum work in my classroom for years, only now there is more emphasis on social studies"; "The only detrimental effect was that I had less time to read and prepare. I was not as well prepared for my classes"; and "It has had a negative effect in terms of time away from my students. It has, however, had many positive effects on my work."

The replies of most of the interviewees were mainly positive and favorable in their assessment of the effects of their PCW participation on their classroom activities. They used such phrases as: "Very beneficial. I understand the meaning of objectives and rationale now. I am more enthusiastic in teaching"; "I have used my PCW materials and the experience I have acquired in my classes"; "I am more aware of the problems facing people who do curriculum development"; "It has had a big effect on me personally, so it must have affected my classroom work"; "It has greatly changed my classroom activities. I want to do more project work with my students"; and "It has been a slow and painful process, but it has altered my classroom teaching methods. I realized that teaching content was not sufficient by itself."

Other comments were: "I think now in terms of intended learning outcomes, of fresh approaches in the classroom, and of greater teaching effectiveness"; and "I am now more conscious of what I teach." One interviewee replied:

> The effects have been very beneficial. I am now aware of students' attitudinal changes. I acquired more techniques. I have had more involvement of children in activities. It has affected my evaluation of student progress.

Three of the interviewees stated that participation in PCW had had no effect on their regular classroom activities. One noted that this was because he was not engaged in classroom teaching during the first year of operation of his subproject. Another remarked: "I got nothing out of PCW except information from our subproject consultants on an approach to the inquiry method. It has had no direct effect, good or bad, on my classroom activities." The third replied that participation in PCW had had no effect on his classroom activities because "I am a principal and do little classroom teaching." He added, however, that there had been "great staff co-operation" with the PCW participants and he therefore had not perceived any detrimental effects on the classroom activities of the

participants.

MOST DIFFICULT TASK

The fifth question on the Interview Guide asked the interviewees to describe what they, personally, had found to be the most difficult task in their first year of curriculum development for PCW. Six interviewees replied that they had perceived more than one major task facing them in their first year. They listed these as: the problem of getting sufficient time for their curriculum activities; the problem of collecting suitable materials for their subprojects; and personal problems, such as a lack of patience. Eight of the interviewees identified as the most difficult task they had encountered the acquisition of an understanding of, as one interviewee put it, "the educational jargon" used by curriculum specialists. They added, however, that they had coped with this problem and had mastered the concepts of curriculum development.

Twenty-one interviewees reported the main task facing them in their first year with PCW was to clarify their educational goals for their subprojects. They made such remarks as: "The most difficult task was to grasp the concept of curriculum development. The area of theory needed much study"; "Our most difficult task was to clarify for our team members what our objectives really were. We also did not understand the language of curriculum development"; "To determine our objectives when we began our work was our most difficult task"; "Our major problem was to determine the behavioral objectives for our subproject"; "Our most difficult task was to overcome our concept of curriculum as being content-dominated"; and "Our most difficult task was trying to develop a curriculum model." Other comments made by the interviewees were very similar to those previously described.

USE OF CONSULTANTS

The sixth question on the Interview Guide asked the interviewees to comment on the involvement of resource persons in their subprojects during their first year of work for PCW. Twenty-five interviewees replied that they had used university consultants on their subprojects; nine noted that they had received help from non-educational consultants in the professions; two stated that they had received help from officials of the provincial teachers' associations; and five remarked that they had been assisted by lay people of their communities. One interviewee remarked that he had made use of the skills and knowledge of a classroom teacher who was not a PCW participant. Five interviewees replied that they had not sought assistance from resource people because they had not perceived a need for them during the first year of curriculum development activities.

In commenting on the contributions of resource persons to their subprojects, the interviewees revealed some disagreement on the value of the assistance the resource persons provided. Fourteen interviewees reported themselves to be satisfied with the contributions from the resource persons. Five noted that they were not satisfied with the contributions of the resource persons. One interviewee commented: "My team members used university consultants with a great deal of success."

Another said: "My team used sixteen resource people from the university, the professional and the business world, and we had good co-operation." A third reported that "consultants from the disciplines were helpful, but not the educational consultants." The range of opinions concerning the value of the contributions of resource persons was shown by two further comments: "We would have made little progress without the help of university people and our provincial teachers' association"; and "University people were generally unhelpful - they treated us as incompetent, and so did our school board."

PUBLIC RELATIONS

The seventh question on the Interview Guide asked the interviewees whether they thought that other educators really understood what their subproject teams were trying to do for PCW. The interviewees were mainly of the opinion that most educators with whom they had come in contact did not understand their activities and objectives in PCW curriculum development. Twenty-two of the interviewees remarked that teachers in their local schools, who were not participants in PCW, did not understand the nature either of their subprojects or of PCW itself. Ten stated that, in their opinions, their local school administrators did not understand the nature of their curriculum development activities. One interviewee commented that neither teachers nor administrators in his school understood his PCW activities. He added: "I have explained PCW to them. They co-operate, but they do not really understand."

Thirteen of the interviewees were uncertain about the amount of understanding possessed by their teaching colleagues, or their local school administrators, about PCW or about their subprojects. On the other hand, ten of the interviewees reported that teachers and administrators in their local schools did understand their curriculum development activities. One interviewee commented, as proof that many non-PCW participants in her area were familiar with the activities of her subproject team, that about twenty social studies teachers had tried to transfer to her school so as to become involved in PCW.

Several of the interviewees noted that they had met with what one described as "professional jealousy" from some of their fellow-teachers. Their comments were similar to that of one interviewee who noted that he had been asked "Who are you to be doing curriculum development?" Another interviewee, indicating an awareness of some misunderstanding from his fellow-teachers, remarked: "We should have done a better job of public relations with our teaching colleagues. We are doing different things, and the staff members wonder what we are doing." Still another commented: "We did not try to explain PCW to anyone. We had enough difficulty trying to work out our own ideas." One interviewee, noting that members of his subproject team had talked to their fellow-teachers about PCW, remarked: "Some teachers understand, and agree with our objectives, but they do not want to do any research."

MOST OUTSTANDING EXPERIENCE

The eighth question on the Interview Guide asked the interviewees to describe what they considered their most outstanding experience during their first year with PCW. A variety of replies was given, some of which have been quoted. The interviewees commented: "My most outstanding experience was just being involved in PCW"; "Total involvement in curriculum development was a stimulating experience in itself"; "It was actually being able to gather material in the field, to get totally immersed in the environment so as to translate it to the classroom"; "My most outstanding experience was being persuaded that classroom teachers can actually do curriculum development"; "My personal and my professional growth constituted my most outstanding experience"; and "My attendance at a PCW workshop was my most outstanding experience, because it gave me new insights into the processes and problems of urbanization."

Other comments which the interviewees made concerning their most outstanding experiences as curriculum developers for PCW have been quoted below. They used such phrases as: "The opportunity to work in a team - I never before had that privilege"; "More involvement with my students"; "The great sense of camaraderie among our team members"; "The actual experience of developing a curriculum - I am a better teacher for it"; "Becoming aware of problems and getting time off to do something about them"; "The faith and interest of our consultants in our subproject"; "The sense of accomplishment resulting from overcoming our initial problems and getting our subproject going"; "Attending a PCW workshop where I could share in other participants' experiences"; "The things that happened in my classroom as a result of being in PCW"; "The rewarding experience of being able to go outside the classroom to collect materials"; "My becoming acquainted with many enthusiastic teachers"; and "The realization that educators in other fields were willing to work with me in curriculum development". Remarks made by other interviewees concerning their most outstanding experiences as curriculum developers for PCW were similar to those already listed.

ADDITIONAL COMMENT ON PCW

The final question on the Interview Guide asked the interviewees to comment freely on any aspect of their subprojects, on the entire PCW program, or on the PCW conference they were then attending in Edmonton. Most of those interviewed chose to discuss the week-long PCW conference in June 1971, in Edmonton, or to refer to previous PCW conferences in that same city. They made such comments as: "We want better workshops. This workshop lacks in intensity. It requires a more efficient use of time"; "PCW conferences need better scheduling. June is not a good month for them"; "I want more interacting at these meetings with other teachers, and I would like to see the meetings held in other locations than Edmonton, although this location is ideal"; "I was very pleased with the location and the facilities here"; and "I want to do more work at these conferences with the curriculum materials we plan to use - We should submit our materials to the criticism of other team members."

Additional remarks from the interviewees on the subject of PCW

conferences were as follows: "I want more contact with the people in other teams"; "I believe that in the future we will realize more fully the value of this conference"; "The conference needs more audio-visual equipment to enable us to become familiar with it more rapidly"; "The conference is too drawn out - too much wasted time"; "I am impressed with the intelligent committal of the team members at this conference"; "This was a valuable conference, and I want more of them, but conferences which are more structured and with a better utilization of time"; "I would prefer a conference shorter than one week"; and "This conference was very helpful to me."

The interviewees also touched on a number of other aspects of their experiences as curriculum developers for PCW. They mentioned the need to have sufficient advance information on the provision of finances so that they could plan their future curriculum development activities. One interviewee, however, commented that he would prefer "less discussion of finances" at PCW meetings. Other observations were: "There was a good mix of university professors, researchers and teachers in PCW"; "There has been a problem of communications between our team and other subproject teams"; "We want university people more involved. They also should assign graduate students to assist us"; "There has been a feeling of kinship among the PCW people"; "PCW needs more selling to teachers and the public"; "I am worried that PCW may give teachers too much freedom and that, as a result, they may lose sight of the objective of helping students to learn"; and "I did not appreciate pressure from PCW officials to get our first annual reports in."

Observations on Curriculum Development in Project Canada West

The role of classroom teachers in the development of Canadian studies curricula for Project Canada West is of great interest to educators. An issue of particular interest is whether or not such teachers would, on their own initiative and at their own discretion, proceed to develop new curricula in accordance with the recommendations of curriculum specialists. Another aspect of concern to Canadian educators is the type of classroom teacher who would volunteer to participate in a curriculum improvement program and the reasons behind that commitment. Other questions concern the actual activities in which teacher-developers engaged in the course of their curriculum work and the perceptions of these participants about their activities. Some educators would increase this list by suggesting that one more area in need of exploration is that of statistically significant relationships that may exist between the participants' personal and professional qualifications and their curriculum development procedures. This study of the role of teacher-developers in PCW has provided considerable information regarding many aspects of the work of the participants during their first year of operation.

PERSONAL CHARACTERISTICS

The PCW participants, as a group, were slightly older than teachers at the kindergarten, elementary and secondary levels throughout Canada. The respective median ages were thirty-three years, nine months for PCW members and thirty-two years for all-Canada teachers. The PCW participants were highly motivated toward involvement in curriculum development activities. More than forty-four percent of them were among the original proposers of new curriculum programs to the PCW Trustees. In addition, once their proposals had been accepted, these participants recruited the remaining members of the subproject teams. In response to a question about their motivations toward involvement in curriculum development, sixty-one percent reported that they wanted to improve social studies courses and nearly sixty-three percent noted that they welcomed an opportunity to be creative.

PROFESSIONAL QUALIFICATIONS

1. Diplomas and degrees. The majority of the PCW participants were well-qualified academically. Almost eighty-five percent had one or more degrees, compared with only forty-three percent with one or more degrees in all Canada. In addition, more than twenty percent of the PCW participants had a post-graduate degree. Only five percent were without a diploma or a degree.

2. Social science background. More than half of the PCW participants had considerable training in those social sciences (anthropology, economics, geography, history, political science, social psychology and sociology) that are presently used as sources for the social studies.

3. Teaching Level. Approximately two-thirds of the PCW participants taught at the secondary level and one-third taught at the kindergarten or elementary level. This is the exact reverse of the situation in Canada, where two-thirds of the teachers taught at the kindergarten and elementary level and one-third at the secondary level.

4. Teaching experience. The PCW participants were slightly more experienced, in terms of years of teaching, than were teachers throughout Canada. The median for Canadian teachers was 7.3 years; for PCW participants it was 8.9 years.

5. Position held. The majority of PCW participants (66.1%) were classroom teachers. Another twenty-five percent, in addition to their teaching duties, held positions of responsibility as department heads, vice-principals and principals.

PARTICIPANTS' IMPLEMENTATION OF CURRICULUM DEVELOPMENT PROCEDURES

None of the PCW participants were aware, when they completed the questionnaire and responded to the interview questions, that there was a direct relationship between the questioning and the ten principles of curriculum development. Each participant was asked a series of questions based on each of the ten principles. An analysis of their responses demonstrated that they implemented, to a considerable degree, each of the ten principles during their first year of curriculum development for PCW.

1. Principle one. Curriculum development may proceed effectively if the teachers participate in every phase of the planning.

The structural organization of Project Canada West necessitated a decision by the Trustees on the overall theme of the project, and this was an issue in which the subproject team developers were not included. Nonetheless, nearly twenty-four percent of the participants reported that they would have preferred a voice in the choice of the PCW theme -- evidence of a keen interest in sharing in as many aspects of the planning as was possible. At an early date, however, they did participate, since more than forty-four percent of them were among the original proposers of curriculum to the Trustees. In their responses to the questionnaire, nearly sixty percent reported they believed themselves to have been actively involved in all phases of planning their subproject programs. In addition, nearly fifty-six percent noted that, in their opinions, they had been able to direct their subprojects along the lines of their personal interests. Other aspects of the planning that they directed were the delineation of the scope and nature of their subprojects, the determination of their educational objectives, the recruitment of additional team members, and the disbursement of funds.

2. Principle two. Curriculum development may proceed effectively if the teachers work in an atmosphere of cooperation, permissiveness, equality, and with a sense of personal worth.

More than ninety-three percent of the participants reported themselves satisfied with the decision-making process in their subproject team meetings. Almost ninety-five percent claimed that their curriculum work had been done in a co-operative atmosphere. As evidence of a permissive atmosphere, nearly eighty percent reported that they had been able to use their leadership skills in their team work. In ranking the ten selected curriculum development procedures, the participants ranked as ninth in order of perceived difficulty "Maintaining personal enthusiasm for your subproject." That indicated that they experienced little difficulty in maintaining enthusiasm and suggested the existence of a co-operative atmosphere. Finally, more than eighty-one percent of the participants reported a sense of personal achievement at the end of their first year of work; a percentage that could not have been attained if there had not been a co-operative atmosphere in their team meetings. Such evidence as this has been reinforced by comments made during their interviews, such as: "The great sense of camaraderie among our team members"; "Sharing in other participants' experiences"; and "The feeling of kinship."

3. Principle three. Curriculum development may proceed effectively if the teachers have the essentials of curriculum development - time, money and facilities.

Approximately fifty percent of the participants did not receive what they considered to be sufficient released time from classroom duties for their curriculum work. Only thirty-two percent reported that they had sufficient released time. The amount of money available to each team varied from province to province, because some teams received financial assistance, in addition to that provided by the PCW Trustees, from their local school supervisors or from provincial educational organizations. Other participants were without any assistance beyond that provided by the Trustees. On the whole, however, the differences in the amount of funds available to the various teams did not seriously interfere with their curriculum development activities. As for research facilities, nearly two-thirds of the participants had ready access to suitable facilities, such as archives and libraries. Most of the teams had no difficulty in acquiring local materials suitable for their programs and most of the teams were located in, or near, urban centers where educational facilities were adequate for their purposes.

4. Principle four. Curriculum development may proceed effectively if the teachers select a limited program for local development and avoid elaborate, comprehensive programs.

During their first year of work for PCW, eighty-three percent of the participants had identified a specific area of study for their subprojects. In addition, all the participants stated that they had kept their development plan flexible enough to adapt it to their local circumstances. Almost fifty-six percent of the team members were able satisfactorily to define curriculum content and the teaching strategies they wished to incorporate in their programs. The participants who were interviewed elaborated on this aspect of their work by noting that they

had endeavored to define the limits of their subprojects and to keep them oriented to local needs. The result was that the PCW participants confined most of their efforts to the establishment of well-defined programs of curriculum development at the local level.

5. Principle five. Curriculum development may proceed effectively if the teachers give attention to specific goals, and to appropriate materials, content and teaching strategies.

Nearly fifty-six percent of the participants stated that they had satisfactorily defined the content and the teaching strategies to be included in their curriculum programs before the end of their first year's work. However, some thirty-two percent were undecided whether or not they had achieved this objective. More than half the team members claimed that they had satisfactorily determined the educational objectives for their subprojects during their first year of operation. Once again, thirty percent were not decided on the question. In the ranking of the ten selected curriculum development procedures listed earlier, the team members ranked as the most difficult procedure "Determining what your team's ultimate objective should be." The comments of many of those interviewed reiterated this theme. More than forty-seven percent of the participants reported no difficulty in acquiring a familiarity with the social sciences that assisted them in curriculum development. But thirty-four percent were not decided on this question. It was evident that the participants were not fully satisfied with their efforts in identifying educational goals for their subprojects, but that they had expended a great deal of effort in the process.

6. Principle six. Curriculum development may proceed effectively if the teachers employ the methods of professional researchers to study current literature, available materials and other curriculum projects, and thus acquire a research point of view.

Ninety-one percent of the participants had studied current curriculum literature during their first year of work for PCW. Sixty-one percent had examined other curriculum development programs, even to the extent of sending some of their members to study programs outside the four western Canadian provinces. The fact that twenty-five percent of the participants had taken courses in educational research, and that nearly twenty-nine percent had had some curriculum development experience prior to PCW involvement, made the adoption of the methods of professional researchers a simple task for the team members.

7. Principle seven. Curriculum development may proceed effectively if the teachers utilize the services of educational consultants, university scholars, professional laymen and other resource persons.

Almost seventy-five percent of the participants had used educational

resource persons and nearly sixty-three percent had used non-educational resource persons, such as local businessmen. Close to seventy percent reported themselves satisfied with the contributions by all types of resource persons to their subprojects. The majority of the teams had made use of the services of at least six resource persons during their first year of PCW activity. Some of the interviewees identified resource personnel as educational consultants, specialists from the disciplines, communications experts, prominent businessmen and city administrators.

8. Principle eight. Curriculum development may proceed effectively if the teachers utilize the central, co-ordination body to unify their scattered efforts and to assist, advise and encourage each other.

Nearly sixty percent of the team members were not satisfied with the informational network established by the PCW Trustees as a means of communication among the fourteen teams. On the other hand, approximately two-thirds of them received what they described as adequate encouragement from the Trustees. Some of those who were interviewed emphasized a need for a regular means of communication among the members of all the teams. Others remarked that PCW conferences were beneficial, but that conferences did not meet the need for frequent contact by the team members with each other. As for encouraging members of the teams, less than fourteen percent of the participants had made any effort in this regard. The majority reported that they had faced too many difficulties in their first year to be able to devote efforts to encouraging other team members. The team members recognized the value of assisting and encouraging each other, but they had done little to achieve these objectives. By contrast, the participants were keenly aware of the value of a central, co-ordinating body to unify their scattered efforts and expressed a desire for a more effective communications network between all subproject teams.

9. Principle nine. Curriculum development may proceed effectively if the teachers develop good public relations with their supervisors, other teachers and laymen.

About two-thirds of the participants had established a good relationship with their supervisors during their first year with PCW. This was a vital issue, in their opinion, for in the ranking of the ten selected curriculum development procedures, they listed the procedure "Maintaining your administrative supervisor's support for your subproject" as first in terms of importance. By contrast, nearly forty percent of the team members could not state whether or not their relationship with their fellow, non-PCW teachers had been a good one. Only thirty-seven percent of the team members reported a good relationship with non-PCW teachers. As for a public relations program, nearly half the participants stated that they had not instituted such a program in their first year of curriculum activities. In their ranking of the ten selected curriculum development procedures in terms of perceived importance, they ranked the procedure "Explaining to other educators what PCW seeks to do for Canadian studies" as least important. Several of those interviewed expressed a

desire for a public relations program for each subproject as well as for PCW as a whole. On the other hand, some twenty-five percent of the participants had carried out a public relations program in their first year of curriculum work. It was evident that the participants recognized the need for a public relations program, especially with relation to their school supervisors, but that they were less concerned about their relationships with their non-PCW colleagues.

10. Principle ten. Curriculum development may proceed effectively if the teachers conduct a program of continuous evaluation of their work.

Nearly fifty-eight percent of the participants had conducted a program of evaluation of their work in their first year with PCW. Many of them stated that they were not troubled by the prospect of an external evaluation of their subproject programs at some unspecified date. In addition, two-thirds of the participants reported that they had made their first year's evaluation the base on which they planned their second year of curriculum development. Most of them recognized the value of evaluation, but found it to be a difficult process. In their ranking of the ten selected curriculum development procedures, they rated the procedure "Determining what criteria to use to evaluate your team's progress" as second in terms of difficulty.

PARTICIPANTS' ATTITUDES ON INVOLVEMENT IN PCW

The participants were favorably impressed with the structural organization of Project Canada West and with the effects of their involvement on both their classroom activities and their professional growth as teachers.

1. The PCW organization. Almost all of the participants agreed that classroom teachers elsewhere in Canada, given the support of the program similar to that of PCW, could conduct curriculum development at the local level.

2. Effects on classroom activities. The majority of participants listed both beneficial and detrimental effects on their classroom activities because of their PCW involvement. However, they stated that the beneficial effects were considerable, and the detrimental ones were minor.

3. Effects on professional growth. Nearly ninety percent of the team members reported only beneficial effects on their growth as teachers because of their PCW involvement. Some members reported both beneficial and detrimental effects, but no members reported exclusively detrimental effects.

Recommendations for Cooperative Curriculum Development

Project Canada West is the first inter-provincial and inter-institutional co-operative curriculum development program in Western Canada. A unique feature is the emphasis it lays on the participation of classroom teachers as the primary initiators and the major developers of new Canadian studies curricula. The entire program gives every indication of moving to a successful conclusion in 1975. A study of PCW and the role of its teacher-developers provides a useful basis for making recommendations for the establishment of other co-operative curriculum development programs in Canada or elsewhere. Considerable interest has been shown by many Canadian educators in the progress to date of PCW and some conclusions may already be drawn about the wisdom of using classroom teachers as the chief developers of curricula for Canadian elementary and secondary schools.

Conclusions

1. The classroom teachers who participated in Project Canada West implemented to a considerable extent the ten principles of curriculum development;

2. The PCW participants were slightly older, were better qualified academically, and had more teaching experience than was true for the average Canadian teacher;

3. The PCW participants overwhelmingly favored the adoption of a program similar to PCW by teachers elsewhere in Canada who are interested in curriculum development;

4. The teachers who participated in PCW were highly motivated toward involvement in curriculum development;

5. The participants perceived their involvement to have been mainly beneficial with respect to their classroom activities and also their professional growth as teachers;

6. The teachers found that the determination of educational objectives for their subprojects was their most difficult task;

7. The participants also considered themselves to have been hampered in their curriculum activities by a lack of sufficient released time from classroom duties, and by the lack of a public relations program directed at non-PCW teachers, school administrators and the general public.

On the basis of these conclusions, derived from a study of curriculum development by classroom teachers for Project Canada West, a number of recommendations can be offered for consideration by educators interested in a co-operative curriculum development program.

Recommendations

1. Classroom teachers who participate in curriculum development should be assisted to acquire familiarity with the educational terminology pertinent to the field of curriculum;

2. Teachers involved in curriculum development should be given released time from their classroom duties in order to be as effective as possible.

3. Classroom teachers involved in developing new curricula should be supported by a public relations program designed to explain their efforts to non-participating teachers, to school administrators and to the general public;

4. The curriculum development model that has proven satisfactory for PCW should receive serious consideration from educators who contemplate a curriculum program in which classroom teachers will be involved.

The classroom teachers who participated in Project Canada West implemented the ten principles of curriculum development to a considerable extent, on the local and the regional levels. These participants implemented the ten principles without any prior knowledge of their existence, thus demonstrating that classroom teachers can conduct curriculum development in accordance with the recommendations of curriculum specialists. The extent to which these recommended curriculum procedures are implemented depends mainly upon the personal characteristics and professional qualifications of the teachers involved. In Project Canada West, the participants were slightly older, were better qualified academically, had more years of teaching experience, and had a larger percentage of their number teaching at the secondary level, than was true for teachers in Canada as a whole. In addition, the participants in PCW proved to be a highly motivated group of teachers. They were keenly interested in improving the social studies curricula in Canadian schools and welcomed an opportunity to be creative in education. These data should prove helpful to educators who wish to enlist the support of classroom teachers in a co-operative curriculum development program.

Another factor of great importance is the nature of the organizational structure in which participants in curriculum development are involved. The classroom teachers who participated in Project Canada West overwhelmingly favored the view that teachers elsewhere in Canada, given the support of a program similar to PCW, could conduct curriculum development. The most significant factors in PCW, from the viewpoint of the teacher-developers, was the freedom and responsibility attached to their subproject teams. Within the framework of a unifying "theme", the team members were able to develop their respective curriculum programs. An atmosphere of co-operation, support and mutual respect prevailed among the members and between the teams and the PCW Trustees. As a consequence, the participants reported that the effects of their involvement in curriculum development had been mainly beneficial with respect to their classroom activities and their professional growth as teachers. It seems that teachers engaged in curriculum work can be successful if they are accorded respect as professional curriculum

developers, even though the teachers perceive themselves to be lacking in the requisite qualifications. The evidence from PCW is that teachers lacking these qualifications will make strenuous efforts to overcome their limitations, so long as they perceive themselves to be valued and respected participants.

The classroom teachers who participated in Project Canada West found that the determination of educational objectives for their subprojects was their most difficult task. Much of this difficulty arose from their lack of background in curriculum development procedures. Their perusal of the current literature on curriculum was made difficult by the prevalence of unfamiliar educational terminology, described by some participants as "jargon". It seems essential to the success of a co-operative curriculum development program that the participants be helped to acquire the needed familiarity with the terminology peculiar to the field of curriculum. This, of course, would prove to be a difficult task, since there is no commonly accepted definition of the term "curriculum" and curriculum theory is still in its infancy. Nonetheless, the attempt must be made if classroom teachers are to be involved in curriculum development on the local and regional levels.

One of the major difficulties facing teachers who participate in curriculum activities is to find enough time for the tasks involved. In PCW, some of the participants were able to obtain release from classroom duties because of the financial support provided by the PCW Trustees. Others were given released time by local school administrators who were interested in their subproject programs. In spite of these provisions, the participants had to donate many hours of their own time to the subprojects. In addition, a large contribution of time was made by those participants who were not released from any classroom duties. The success of the teams during their first year of work, in the face of this handicap, may be attributed to their very high level of motivation. They reported, however, that many of the problems they encountered in their first year's work were related to a lack of released time from classroom duties. There can be little doubt, in view of this evidence, that a co-operative curriculum development program must make careful provision for released time for its participating members. Financial support is not the only requisite in this case. Of equal importance is the understanding and moral support of local school administrators willing to make the necessary administrative arrangements to permit the absence of teachers from their classrooms.

That brings one to a consideration of how to acquire such understanding and moral support. It is evident that many of the difficulties encountered by the PCW participants were related to the lack of a well-organized public relations program. The participants believed that their relationships with their local school supervisors had been satisfactory, but they were less certain about their relationships with their teaching colleagues and even less sure about the attitudes of the general public toward their work. In spite of this, the participants were keenly aware of the value of an effective public relations program and were very desirous of having one established. They suggested that such a program ought to explain to all segments of society what each subproject team was attempting to do, as well as what the PCW program as a whole

represented for education in Canada. One means of achieving this, they stated, was to issue more frequently the PCW newsletter Kistu'pewin, and to make it more widely available throughout Canada. Another way of achieving the goal of better public relations, it was suggested, was the preparation of audio-visual kits to publicize the subprojects at the local level. Such suggestions are worthy of consideration for any co-operative curriculum development program elsewhere in Canada.

Project Canada West has provided classroom teachers with an unparalleled opportunity to participate in the development of new Canadian studies curricula. The extent of the project, its emphasis on the teacher as major developer of curricula, and the promise it holds for the improvement of education, have made it worthy of study by educators. To those curriculum specialists and educational officials who are contemplating the establishment of curriculum programs involving teachers, Project Canada West offers a curriculum development model that has proven satisfactory to all concerned. The PCW model emphasizes the leadership and co-ordinating function of a central, educational organization in curriculum development.[1] In Canada, such a role would generally be played by the provincial Departments of Education. Other organizations whose participation is required in the PCW model are the school trustees' associations, the teachers' professional associations, and both students and parents.

The PCW model assigns to the classroom teacher the major responsibility in conducting curriculum development, but it also advocates the involvement of university personnel as consultants to the teachers. All program development is to be linked to the needs of the individual student and his society. Another important aspect of this model is the importance it attaches to a symbiotic relationship between evaluation and all phases of curriculum development. According to its creators, the best results of utilizing the PCW model will occur when the curriculum development processes are carried out within a general systems framework. Studies already completed on the PCW method of curriculum development[2] have shown it to be an effective way to conduct curriculum activities. These studies have also proved that classroom teachers can conduct curriculum development at the local and regional levels. The implementation of the ten principles of curriculum development, which are based on the recommendations of curriculum specialists, is evidence of the teachers' abilities in the curriculum field. One consequence of this evidence should be a re-appraisal by educators of the untapped potential in the classroom teachers of Canada for the improvement of education. Educators now have more information than ever before on the personal and professional characteristics of the kinds of classroom teachers most interested in participation in curriculum work. In addition, they can utilize the ten principles of curriculum development and the PCW model for the organization of their own curriculum programs to meet local needs.

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3. The first annual reports to the PCW Trustees were completed in June, 1971 and have been summarized in Kistu'pewin 1:2 (August, 1971). The second annual reports have been summarized in Kistu'pewin 1:3 (October, 1972). Kistu'pewin, a Cree word meaning settlement, village or city, has been adopted by PCW as the title of its newsletter. The newsletter is distributed from PCW headquarters in Westlock, Alberta.

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